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ABSTRACT

This semester-long curriculum is designed to increase the self-esteem, leadership skills, and communication, decision-making, and problem-solving abilities of eighth and ninth grade students who are at risk of dropping out of school. The manual offers procedural suggestions for organizing a Going Places class. Individual sections address administrative support, the role of the teacher, identification of students, curriculum implementation, parent involvement, and transition to high school. The specific lessons include: (1) self-esteem; (2) success; (3) values clarification; (4) communication; (5) goal setting; (6) decision making; (7) assertiveness; (8) tutoring or class projects; (9) communication skills; (10) group dynamics; (11) sex-role stereotyping; (12) career awareness; and (13) bridges to high school. Appendices discuss principles of cooperative learning and provide sample forms and letters. (LLL)

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GOING PLACES

AN ENRICHMENT PROGRAM TO EMPOWER STUDENTS

DEVELOPED BY THE SAN DIEGO CITY SCHOOLS, SAN DIEGO, CALIFORNIA

OFFICE OF EDUCATIONAL RESEARCH & IMPROVEMENT
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Going Places

An Enrichment Program to Empower Students

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An Enrichment Program to Empower Students

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Introduction

As the high school dropout rate has soared nationwide, educators have initiated numerous studies designed to assess, profile, and eventually recover lost students. The usual prescription has been to offer vocational training, job placement, skill remediation, and/or lab classes as part of dropout prevention and/or recovery programs. Yet, despite efforts at early identification and program intervention, large numbers of students still drop out of school prior to securing a high school diploma.

The myths surrounding dropouts persist despite recent research findings. One myth is that female students who drop out do so because they are pregnant, although studies show that 60 percent of female dropouts are not pregnant. Another myth is that most dropouts leave school due to work-related needs, despite research findings to the contrary. Studies tell us that dropouts express feelings of alienation and disenchantment with school, family, peers, and/or society in general. In "An Essay on School Dropout for the San Diego Unified School District" (1985), Robert Barr notes that studies involving interviews with marginal students give a sense of their experience of failure and alienation from school and their successful peers. Dr. John Rodriguez, administrator-in-residence on dropout prevention with the San Diego Unified School District, writes in "Conceptual Definition of a Dropout":

> Dropouts . . . have not found satisfaction with their school experience. [They] believe that school is not for them yet most understand they need an education. . . . Most dropouts have poor grades, low self-esteem, and have not been involved in a strong support system, either academically or personally. . . . Dropouts do not have a strong peer relationship with classmates who are successful in school and usually are not involved in extracurricular activities.

When the economic and psychological price of being female is added to what we know about dropouts in general, the toll mounts. A significant body of research indicates that young women suffer severe loss of self-esteem as they mature. S. Smith, in "Age and Sex Differences in Children's Opinions Concerning Sex Differences" from the *Journal of Genetic Psychology*, found that as girls and boys progress through school, their opinions of boys grow increasingly more positive and their opinions of girls grow increasingly more negative. Both sexes learn that boys are worth more (Smith 1939). There is recent evidence, however, that some of these attitudes are slowly changing (Olsen and Willemsen 1978; Kuhn, Nash, Bricken 1978).

Looking at the economic ramifications of being female, the following has been documented:

- *A female earns $.65 for every $1 a male earns.* Female college graduates earn less than men with high school diplomas.
- *There is a likelihood of being in a sex-segregated job if you are female.* Women make up approximately 80 percent of all administrative support and 69 percent of all retail and personal services sales workers, but only 9 percent of all precision production, craft, and repair workers. Women form only 38 percent of all executives, managers, and administrators.
- *There is a higher incidence of poverty among adult females than in adult males.* Women represent 63 percent of all adults living in poverty. Low educational attainment increases the chances of poverty (Women's Bureau 1988). At every educational level, women who work year round, full time, earn less than their male counterparts. In fact, female college graduates who worked full time for all of 1985 earned less on average than fully employed men with no more than a high school diploma—$21,362 to $22,852 (Rex 1988).

The consequences of dropping out of school are more severe for a female than for a male. And because females and males are dropping out in equal and increasing numbers, the issue of female dropouts is a critical one. The 1978–86 San Diego City Schools Dropout Baseline Study identified 1,877 female dropouts and 2,180 male dropouts. *Female Dropouts: A New Perspective,* a report by the National Association of State Boards of Education (1989), notes that Black females are more likely to drop out than Black males, and the United States Commission on Civil Rights (1978) reports that 14 percent of Mexican-American females drop out compared to 11 percent of Mexican-American males.

Robert Barr notes that students *desire* to maximize their personal satisfaction with their educational experience. He points out that students express high levels of dissatisfaction in two areas: the need to be personally supported and the need to meet challenges. It is therefore assumed, and hoped, that if a school system successfully offers personal support to each student and enables each student to successfully meet meaningful academic challenges, the student dropout rate will be decreased. The *Going Places* curriculum endeavors to meet this goal.

This semester-long curriculum is designed to increase the self-esteem, leadership skills, and communication, decision-making, and problem-solving abilities of eighth- and ninth-grade students who are at risk of dropping out of school. The manual offers procedural suggestions for organizing a Going Places class. Individual sections address administrative support, the role of the teacher, identification of students, curriculum implementation, parent involvement, and transition to high school. Detailed lesson plans help students to identify and evaluate their values and biases to increase their understanding of themselves; learn to communicate in positive ways with their peers, parents, and others; and discover new ways to build on the strengths and weaknesses they have identified.

Goals and Objectives

The Going Places Program was developed to address the following specific needs:

- build self-esteem
- increase a sense of belonging—to a group or school
- improve problem-solving and decision-making skills
- develop leadership skills
- begin high school with success experiences
- involve parents in the education of their children

Although the primary goal of the Going Places Program is to ensure student duration and graduation from high school, this cannot be determined immediately by the Going Places teacher. Nevertheless, measurement of program objectives can provide valuable short-term feedback. Each teacher can and should look at the following objectives and attempt to determine their successful attainment. In some cases, specific measurement instruments are suggested.

Objective 1: *Increase students' self-esteem.* A short self-esteem evaluation sheet can informally measure changes in self-esteem. One is included in appendix B, or you can create one. Administered at the beginning and the end of the semester, the evaluation can serve as a pre- and postmeasure of the students' successes.

Objective 2: *Provide at-risk students, particularly females, with leadership skills that enable them to actively participate in programs, projects, and activities upon entering high school.* See the "Transition to High School" section of this guide for further information.

Objective 3: *Increase the employment awareness and potential of students, particularly females of color, through field trips to work sites, career awareness activities, and the development of goal-setting and decision-making skills.* See the "Enrichment Activities" section of this guide for field-trip planning suggestions. Career awareness, goal setting, and decision making are units within the curriculum.

Objective 4: *Maximize a successful transition from eighth or ninth grade to high school.* See the "Transition to High School" section of this guide for further information.

Objective 5: *Reduce the absenteeism of participating students.* A comparison of the participating students' last three weeks of school attendance before entering the Going Places class with the last three weeks of the Going Places semester will provide some indication of short-term impact.

Objective 6: *Involve parents of participating students in motivating their children to stay in school.* See the "Parental Involvement" section of this guide for further information.

Building a Successful Program

Start Up

As with all successful programs, administrative support is essential to the Going Places Program. The site administrator plays a pivotal role in the successful implementation of the program, from determining scheduling of the class to lending credibility and heightening the impact of the curriculum on the students and the larger school community.

Once approval to conduct the Going Places class has been given, the teacher and administrator will need to attend to the following procedural details:

- Schedule the class (with a course number) into the second semester's master schedule. Going Places will most likely be designated an elective class and scheduled as a regular class period.
- Begin identifying students, using the criteria included in this guide.
- Share the Going Places Program and concept with *all* staff at a faculty meeting and in a memo. Seek referrals on students who would be good candidates for this program. Alert staff members to the fact that the class may be going on field trips, and students will need other teachers' permission to participate.
- After students have been selected, send a letter to parents informing them of the special program being offered for their children. If possible, make telephone contact with each parent to discuss the program.
- Become familiar with the Going Places curriculum and objectives. Note audiovisual and supplemental materials suggested for the first nine weeks, and order them as needed.
- Arrange regular meetings between the Going Places teacher and counselors to discuss the program, including specific concerns and needs.

After the class has begun, administrative support is best utilized in the form of

- periodic class visits—to keep in contact with the coursework and progress. This also reinforces the importance of this class to the students.
- regular meetings with the teacher to stay informed of concerns and needs.

- endorsement of the program at faculty meetings, highlighting the goals and objectives. Periodic updates on class activities can be shared through staff memos or at meetings.

- familiarity with the curriculum in order to encourage, support, and offer constructive criticism as needed.

Identification of Students

Because time is need to identify, recruit, and process students, it is recommended that the Going Places class be conducted in the second semester of the school year. The identification of students, then, should begin soon after the first quarter.

The identification and selection of students for the Going Places Program is perhaps the most critical factor aside from the selection of the teacher. The students who are chosen should be the ones with the most potential for success in the class, as well as those who are the most needy. Identifying the best candidates can be tricky and somewhat risky. Therefore, it is essential that those doing the selecting fully understand the rationale and the goals of the Going Places Program.

As discussed in the Preface, Going Places is a dropout intervention program that addresses the potential dropouts' low self-esteem and feelings of alienation from the school culture. Studies on dropouts in the San Diego Unified School District and nationwide have shown that dropouts express feelings of not belonging, failure, and being unwanted. Potential dropouts also participate less in academic and extracurricular activities, again indicating feelings of alienation.

The Going Places Program seeks to ameliorate these factors with a strong curriculum of self-discovery, decision making, problem solving, leadership skills, and career awareness. Through discussion, exercises, and cooperative group work, students learn self-worth and respect for one another. They practice and gain confidence in their ability to set goals, work cooperatively, and take responsibility for their actions.

It is important not to sabotage the progress of the class with an unworkable core of students. Though suggested identification criteria follow, the highest priority should be given to teacher and counselor recommendations.

All staff should be informed of the goals and rationale of the Going Places Program, and then asked to refer students who would benefit from such a program. It should be stressed that this program is not a "dumping ground" or a remediation program, but an enrichment class. Recommendations should be reviewed by the counseling and administrative staff, and a tentative list of candidates drawn up. An attempt should be made to balance the class by gender and ethnicity.

Composite Traits of a Going Places Student

Although the process of student selection relies heavily on teacher and counselor recommendations, we have identified a few criteria that can be used as secondary indicators of a possible Going Places candidate.

- *Attendance*. The student attends school fairly regularly. She/he may be habitually tardy, have a few truancies, but for the most part is still in school.

- *GPA*. The student maintains a low grade point average. More than likely, the GPA will range from 2.9 to 1.0, with severe fluctuations.

- *Disciplinary action.* The student displays negative behaviors and actions due to frustration and failure, which are good indicators of a potential dropout. (The sole use of this criteria will net far more boys than girls. A greater number of dropouts display little or no disciplinary problems, quietly slipping away.)

- *Activities.* The student shows little or no interest in academic or extracurricular activities. Typically, the student belongs to a "fringe" group or appears to have no close friends.

- *Classroom behavior.* The student usually sits in the back or side of the room. She/he rarely participates in class discussions, rarely initiates interaction with the teacher, shows little interest in the subject, sometimes engages in playful behavior, but for the most part is not "in" the class. She/he appears to be marking time until class is over.

Recruiting Identified Students

Because Going Places is usually offered as an elective class, students are given a choice of enrolling. Recommended students should be called in for a personal conference, informed of the program, and strongly encouraged to enroll. The administration may decide to simply inform students that they are enrolled in the class, but the best method is to allow students a choice.

When discussing the class with a student, tact and diplomacy are needed. Emphasize the enrichment and skill-building aspects of the class and the potential the student has demonstrated. Students should be told that they were specially selected by their teachers and counselors and that the purpose of the class is to enhance their success in school and life. *At no time should it be mentioned that this is a dropout prevention class, and all comments on students' chances for success should be positive, constructive, and productive.*

Either before or after the conference with the student, make calls to inform parents of their children's opportunity to take the Going Places class. If a student is undecided or reluctant, parental encouragement or opinion may be the deciding factor. Parent calls should be made to encourage parental support and involvement, even if the student agrees to enroll in the class.

Once the class enrollment is firm, some thought should be given to the makeup of the class and placement options if a student cannot function within the framework of the program. The Going Places curriculum is an elective class, so any student taking the class has chosen to participate. This would include students who were recruited and/or strongly encouraged to participate. Some students might be reluctant to share information about themselves until a strong level of trust is built up. The first few weeks of the program are designed to build trust and a sense of team unity, in order to provide an environment conducive to sharing personal information. As the class progresses, some students may begin to misbehave by acting out or asserting their leadership in a negative way. These assertions could undermine the teacher's authority and waste valuable class time with discipline problems. Consider having a private conversation with these students to discuss the goals of the program and expectations for behavior in the class. If the misbehavior continues to detract from class time, it might be necessary to have students select another elective.

Role of the Teacher

The role of the teacher in the Going Places class cannot be overemphasized. Many studies have identified the teacher as the most important person in the classroom and the determinant of a student's self-esteem, achievement, and aspirations.

Because Going Places is essentially a class in human development, the role of the teacher is a special one, balanced between facilitating discussion and growth on one hand and teaching new concepts and strategies on the other. The teacher must be equally adept in guiding group dynamics and leading discussions on race and gender issues. Certain assumptions about the teacher's background and abilities are made in the curriculum. Among these are that the teacher is

- comfortable discussing delicate subjects, such as sexuality
- sensitive in both language and behavior to damaging racial and sexual stereotypes
- aware of different cultural and ethnic backgrounds and how these will be exhibited verbally and nonverbally during discussions
- knowledgeable about the issues that have meaning for girls at risk and about the special needs that result from those issues (see "Composite Traits of a Going Places Student" section)

If the image of "superteacher" comes to mind, you are not far off. The development of self-esteem, personal goals, and internal ego strengths demands a far different approach than the traditional teaching methods.

Indeed, mainstream teaching methods simply do not attract or stimulate many of the students who will be in the Going Places class, students who are often passive and uncommunicative in the traditional classroom. The questionnaires, worksheets, and exercises in the Going Places curriculum not only demand that students respond, but frequently elicit highly personal, even "heavy," input. Consequently, teachers must have the background, skills, and personal qualities to build the atmosphere of trust and mutual respect that will be necessary to encourage full participation. During discussions, the Going Places teacher must be constantly on the alert for verbal and nonverbal clues that signal negative reactions to class proceedings and be skilled at redirecting and defusing tension. In the Going Places classroom, an inadequately trained or poorly prepared teacher will do more harm than good.

This curriculum includes lessons that require a variety of teaching styles with which the teacher should be familiar, including Socratic teaching, cooperative learning, interactive learning, and "partner" talk. For information on these and other techniques, contact your district staff development office, college library, and/or colleagues.

To achieve the most impact and make the most effective use of the curriculum, the following information and guidelines should be understood:

- Students in the class are active participants in the process. Unlike a typical classroom where students tend to be passive followers of directions, Going Places encourages students to think independently, question conditioned responses, and believe in themselves. This can be threatening if the teacher is not fully prepared to accept and allow the development of identity and personhood.

- Much of the Going Places curriculum consists of the discovery, development, and prizing of self and others through class discussions, journal writing, and group activities. The teacher acts as the facilitator of this process. As a facilitator, the teacher guides the process by ensuring that each student has an opportunity to respond or interact. The following guidelines from the Telesis Peer Counseling curriculum summarize the responsibility of a facilitator. The facilitator

    - sets the initial mood or climate of the class experience.
    - elicits and clarifies the purpose of the class.
    - encourages learning through discussions and examination of what is said or experienced during the class.
    - accepts both the intellectual content and the emotional attitudes in responding to students.
    - is a resource and a role model while demonstrating an activity or skill.
    - trusts that each person can share the responsibility for what happens by insisting on equal contribution to a discussion. This sharing of responsibility allows students to have more control over what happens in a group.

- Effective use of the Going Places curriculum and achievement of program goals depend upon the development of trust and cohesion within the class. The initial sections of the curriculum devote the majority of the time to introductory activities and learning to work in a cooperative group. It is important to establish rapport and trust with the class and consistently reinforce the purpose and goals of the program.

- Cooperative learning groups are an essential part of Going Places. Even though group work can be noisy and trying at times, it is important to remember that students are learning about themselves and others by working in groups.

- An emphasis must continually be placed on the importance of the code of confidentiality for all Going Places students. Students must feel free to share in class without fear of gossip. (Students must know, however, that if a teacher suspects that a student's physical welfare is in danger, he/she is required by law to report it to the proper authority. Suspected child abuse, intentions of suicide, or other dangers must be reported.)

- It is essential for the Going Places teacher to maintain a nonjudgmental, accepting atmosphere in the classroom. Role modeling these attitudes is one of the best ways to instill understanding in students.

A final note: While students must be made to feel comfortable and supported when sharing controversial opinions, racist and sexist remarks should not be allowed to pass unchallenged. The skilled facilitator will recognize such remarks, preferably without acknowledging them, and extract a challenge from other students rather than responding him- or herself. (For example, "Is that true of all African-Americans?" or "Do the females agree about that?") At the same time the teacher must be careful not to objectify females or students of color by placing the responsibility for challenging racist or sexist remarks solely on them. Finally, if there is no response from the students, the teacher must be willing to step in to confront the speaker, without passing judgment or criticizing, but by requesting him or her to justify or clarify the position taken.

Clearly then, there are specific personal qualities and professional skills needed to successfully teach the Going Places class. Teachers with reservations about implementing the curriculum should consider contacting a counselor with experience working with diverse groups. In addition, teachers may practice facilitator skills and gauge their comfort in dealing with the issues presented by completing the student worksheets with other staff members in advance of each lesson.

Curriculum Implementation

The Going Places curriculum is sequential and comprehensive. Its goals are to increase students' feelings of self-worth, success, and sense of belonging to the school. The program is dependent on the developmental steps written into the curriculum and would suffer in effectiveness if used piecemeal. To effectively implement Going Places in the classroom, the following hints may be helpful:

- Read ahead and prepare. Each week of lessons is preceded by a profile of additional materials needed for the week. Safeguard yourself against surprises by looking over individual lessons at least one day in advance, as well. This way, you can personalize the lesson with your own illustrations or insights and also feel confident and comfortable. Think through questions and discussions, and prepare additional questions as needed.

- Be flexible in the classroom. The lessons may or may not turn out the way you expect. If the unexpected happens, but is a positive experience for the class, relax, and let it flow. If nothing happens or a negative experience occurs, take control of the situation and move on. You will find that as students grow and take responsibility for themselves, the class can, and often does, teach itself.

- The classroom might be arranged in small groups, one large circle, or other configuration conducive to group discussions. To help them relax, students might be permitted to drink juice or water (no sugar-laden sodas or juices) or eat snacks, to sit on the floor or on pillows, or to sit in less lighted areas of the room. It is important to note that the discussion from the small group and cooperative learning activities will increase the noise level and movement in the classrooms. The noise level and movement should be within your own comfort range and at no time should it be loud enough to disturb other classrooms. Remind students to use low voices.

- Be patient. Remember that everyone learns at different rates and will develop their awareness differently. Use a variety of experiences (auditory, visual, oral, kinesthetic) to facilitate whole-brain learning. Low achievers often have a difficult time understanding and accepting differences, so encourage students to be patient with themselves and others.

The Going Places curriculum is presented in a standard format. The features listed below will aid the teacher in reading the manual and delivering the concepts.

- The "Going Places Calendar" (pp. 18–21) outlines the class curriculum, detailing the daily focus. An asterisk (*) on a calendar day indicates special preparations are required for that day's activities.

- Each week begins with a "Planning Guide." This guide is a list of all additional materials and supplies, including audiovisual materials and extra staff needed for the week. Look through all eighteen planning guides at the beginning of the semester, since some arrangements need to be made well in advance of the lesson day.

- Individual lessons are composed of the following four components:

  Introduce the Lesson. This section reviews previous learning and introduces the day's lesson.

  Present the Lesson. This section includes the major concepts and activities to be presented, including script and discussion questions.

  Follow Up. This section closes each lesson, either by summing up the activity or sharing additional information.

  Looking Ahead. This section previews what will be happening in class the next day. It helps students see the connection between lessons.

- Supplemental activities are provided at the end of most weeks and may be used as alternative activities or to reinforce the skills introduced in other lessons.

- Alternative activities are provided when there are questions regarding the availability of materials or the feasibility of the recommended activity.

- Lesson plans for Fridays are deliberately light to facilitate their completion or allow for review of the week's lessons.

To hold students' interest and to increase their involvement, the Going Places Program incorporates variety into the curriculum. Cooperative learning in small groups is one way to assist students in learning content and increase group dynamics. Most students in the Going Places class have not experienced much success in school. The competitive or individualistic teaching styles found in most classes works to the disadvantage of many of these students. Ethnographic research reveals that in traditional classrooms, teachers do about 80 percent of the talking while students are expected to be passive observers. With cooperative groups, students become more involved in the learning process and less passive.

While there is a great deal of research that shows cooperative learning is effective in promoting academic achievement, the primary reason for its inclusion in the Going Places curriculum is its proven effectiveness in social development. There tends to be considerable peer regulation, feedback, support, and encouragement of learning in cooperative groups. Students tend to like each other better when they work collaboratively, and this in turn increases their motivation to learn.

Group learning is not a new concept. However, many teachers tend not to use cooperative groups because of past negative experiences with group work, negative experiences by others, propensity toward lecture-style teaching, or fear of the unknown. Also, not all teachers are comfortable with the noise or movement of students during class. Other teachers might not know sufficient discipline techniques necessary to keep the groups manageable and on task. Still other teachers may have worked for administrators who preferred to have "lecture type" traditional quiet classrooms with students sitting quietly in rows. At other times, new teaching techniques are avoided because of fear of the unknown and/or skepticism of anything different. The attitude "This has worked for me so far, so why fix it" also deters the use of different teaching techniques. Working in groups is different from using traditional techniques, and teachers have a greater opportunity to ask higher order questions and to help students take responsibility for their own learning. Once teachers begin using groups and notice the increase in student learning and motivation, they often use this technique for the majority of classroom activities. Basic guidelines, management pointers, and a getting-started plan for cooperative groups are included in appendix A.

Brainstorming is another way to comfortably involve students in class participation. The Going Places curriculum uses a type of brainstorming called "clustering" or "mindmapping." This free-form, visual brainstorming promotes whole-brain involvement. Clustering is the free association of ideas derived from a word, idea, or phrase. The use of "bubbles" and lines to form the association between ideas tends to eliminate judgment and prioritizing of ideas. "Mindmapping" then takes place when the elicited ideas are organized into cohesive units. A good source for more information on clustering is *Writing the Natural Way* by Gabriele Lusser Rico.

Enrichment Activities

The Going Places Program is complete in itself and can be taught strictly from the curriculum guide. However, enrichment activities bring an added dimension to the class. These activities can range from special speakers to field trips to school or community service projects. Most of the arrangements can be handled by someone other than the teacher—e.g., by support staff. An additional benefit of enrichment activities involving community/business people is the promotion and publicizing of the Going Places Program. The dropouts' impact on the business community, and society as a whole, is significant. Businesses are well aware of the need for a literate, educated labor pool from which to draw.

Below are some ideas for enrichment activities.

- *Special speakers.* These can range from community and business leaders to high school counselors, parents of students, or older students. Generally, the speaker should
    - be a positive role model
    - have an inspirational message about success, staying in school, and/or information necessary for the students' education or careers
    - be representative of the different racial/ethnic groups and both genders (Ideally, speakers should represent both sexes in nontraditional careers and should serve as role models from diverse ethnic backgrounds.)
    - have some experience speaking to youths

There are many community-based groups whose members specialize in speaking to students about staying in school. The military, most service clubs, and some businesses often provide this service. Your district may even have a business or community liaison who recruits speakers.

- *Field trips.* Field trips to local businesses can be a worthwhile career awareness opportunity for the students. Used to enhance the career lessons, field trips can lay the groundwork for goal setting and can present a unique opportunity for students to see cooperative groups in action. The feasibility of field trips is, of course, dependent upon funds for transportation (if needed), administrative approval, and interested businesses.

- *School/community services.* School or community service projects can be an exciting and rewarding experience for both the students and the school. The Going Places curriculum offers opportunities for school projects, such as peer tutoring, as a way to build identity, class status, and feelings of belonging to the school community.

Planning Guide for Speakers and Field Trips

Supplementing the Going Places class with speakers and field trips can be an enjoyable as well as valuable experience. Careful planning will help ensure the most effective and efficient use of these enrichment activities.

Contacts: Where and how to find speakers

- Most special programs (gifted, special education, second language, drug education, and dropout programs) have resource or speaker lists available. Check these lists to find suitable speakers.

- Ask other teachers for recommendations. It is especially helpful if the teacher has personally heard the speaker.

- Ask students if their parents, other relatives, or friends would be interested in sharing information about their jobs, careers, or lives.

- Most executives/administrators would be flattered to be asked to send a representative to speak about the business. This is a good opportunity to publicize the program and ask about the possibility of a tour.

- Some possible prospects include:
  - Local utility company—Every student is a future customer. Most utility companies have extensive community public relations departments and are usually eager to capitalize on promoting education.
  - Local telephone company—For the same reasons given above these companies are usually happy to send representatives to speak to groups. However, with the breakup of AT&T, many phone companies no longer have the resources to support community services. Check with your local company to see if it provides services.

- Military—The armed services have begun programs encouraging students to finish high school. These programs usually include audiovisual presentations with short talks. An excellent math/science presentation given by the navy emphasizes the need to continue taking upper level math/science courses in high school to keep career options open. These are usually not recruitment drives, but check with your local contact to make sure.

- Larger businesses in your area—These businesses have an investment in the number and quality of graduates produced by the school system, so they would most likely be interested in providing a speaker. They may also be interested in giving student tours.

- Tips about calling: Staff at most businesses will not have the time to listen to a lengthy discussion about the Going Places Program, so have a short summary of Going Places ready when calling. Include in your summary the most recent dropout figures in your area and a discussion on dropout programs already in place, and why the Going Places Program is different. Acknowledge the contributions the business has made to the community, and give positive reasons why you called them (i.e., since they are the largest employer in the area, they have a vested interest in the quality of graduates). Also inquire if a student tour would be possible.

- Tips about scheduling: Scheduling will be at the convenience of the speakers, so be flexible in your planning so you can coordinate your lesson with their topic. Arrange a preliminary meeting or phone call to prepare the speaker for the class presentation. Most adults have not been in a classroom since their own school days and might feel somewhat insecure or unprepared to speak to junior-high school students. Prepare the class as well. Discuss the background and company of the speaker beforehand, and prepare follow-up questions.

After the speaker's presentation, have students write thank-you notes or sign a thank-you letter for the speaker. Send a personal thank-you letter to the speaker, with a copy to her/his superior (see sample copies of thank-you letters in appendix B). Good public relations can go a long way in enhancing school-business opportunities.

Field trips: Where to go, how to get there

- Initial field-trip contacts can be arranged in much the same way as speakers; however, there are additional procedures and regulations that must be followed. Your state education code has laid out clear procedures for initiating and conducting a field trip. Check with your administrator for the step-by-step guidelines. (A checklist is included in appendix B for California school districts; however, your school district or school may have their own regulations.)

- The deciding factor for all field trips is *transportation*. How to transport students from school to a business, as well as how to pay for that transportation are important areas to be considered *before* arranging a tour with a company. Clear budgetary matters with the school administrator; there may be special district funds or program funds that can be tapped. Other possibilities for funding might be the local PTA or student council, local community groups, a student-sponsored fund raiser, or, as a last resort, the business you wish to visit may agree to sponsor the trip. Once funding is cleared, contact businesses and arrange dates, completing and submitting whatever forms are necessary. Usually your school secretary can help you with the right forms, or ask the person in the transportation department for assistance. It is a good idea to make a call to the transportation company the day before the field trip to confirm dates and pick-up and drop-off times.

- Each student must have a signed parent permission slip on file to be able to participate in the field trip activities. If plans are made for more than one field trip, a parent permission slip with all dates and destinations can be used to save time. A memo will need to be sent to the staff at least two weeks prior to a field trip, notifying them of the trip and time alloted for it. A few days before the event, a second notice should be placed in staff mail boxes and on the bulletin board. Students may need to get other teachers' permission to attend. This is where careful and consistent promotion of the program to the staff pays off. If staff members understand the goals of Going Places, they are usually supportive and more than willing to allow students time from their classes to attend a field trip.

- The day before the trip, go over trip guidelines and behavior with students. Remind them that they will be visiting a place of business as guests. Arrange to meet the students in your room or a central place on the day of the trip. When you return, be prepared to write passes for students to go to their next class or to their lockers.

- The day after the trip, debrief the students about the tour. Have them write thank-you notes or sign a thank-you letter to the business, organization, or individual who gave the tour. Include your own thank-you letter to the contact person, sending a copy of the letter to the president of the company or the contact person's supervisor. Again, good public relations and courtesy may win endorsements and open other doors for the Going Places class.

- Possible field trip prospects can be the same as the speakers list and should include:

  - Computer/microchip industries—This is a burgeoning industry and a future career option for students. There are many levels of jobs with corresponding educational requirements. Again, emphasize that students have to stay in school and take math/science courses to participate in most of the occupations available in one of these companies.

  - Medical careers—Arrange a tour of a local hospital; a teaching hospital is best and would more likely be open to a tour. There are a wealth of positions in the medical field that need only a few years training after high school. Point these out to students.

  - Service industries—These include industries that service tourism, the general public, and the city at large. Hotels, civil service departments, and volunteer organizations are not usually set up to manage a tour, but they are certainly worth a phone call.

- Media—Most television, radio, and newspaper companies have regularly scheduled tours of their facilities. Check on the possibility of seeing a live show.

Parent Involvement

Perhaps the most difficult and sorely needed element to the success of any school program is the support and involvement of parents. Though not dependent on parental involvement, the Going Places Program encourages and seeks to foster better home/school relations and communications. If parents and school personnel take an active interest in their welfare, students will feel more a part of the school culture. The reality of most situations, however, is that often parents of high-risk students are not involved, due to a variety of circumstances. Regardless of the obstacles, parent involvement should be solicited and strongly encouraged throughout the program. An initial parent meeting or letter informing parents of their children's enrollment in the Going Places class and the purpose of the program is essential. All written communications should be followed-up with phone calls. This does not necessarily have to be done by the teacher; the head counselor or someone familiar with the program can make the contact.

Even when extra consideration and time is put in, it doesn't always get the results desired. At the two pilot schools, phone contact was made to all parents of potential students to explain the purpose of Going Places and to get their permission to enroll their children in the class. At the same time, parents were notified of an Going Places orientation meeting to be held at the school. Though most parents gave their approval and expressed enthusiasm for the program, only two attended the orientation meeting. This is a common problem with parents at the secondary level. If time and resources permit, it is a good idea to make a second call to remind parents of the meeting and/or send a "catchy" flier to their home as a reminder (a sample flier is included in appendix B).

The parent orientation meeting should include, at a minimum, a welcome, staff introductions, and overview of the program objectives and activities, and a question-and-answer session (see sample agenda in appendix B). In addition, there should be a brief discussion regarding the obligations/roles of parents, teachers, and students, and all parties involved should sign the program agreement contracts. Parents should also fill out the "Parents Meeting Survey" form and the "Parent Orientation Meeting Evaluation" form to ensure that they understand the material covered, and so that information on their children's needs can be incorporated into future meetings or the program. (Appendix B contains sample copies of all materials necessary to conduct a parents meeting, including the program agreement, parent survey, and meeting evaluation forms.)

The best promoters of the Going Places Program are the students themselves. If they are having a good experience in the class, they will tend to talk about it at home. Parents may show more interest as the semester progresses due to their children's reports.

Try to keep parents informed about class progress and special events through a newsletter. The newsletter could be done as a class project written by the students, or it can be a short letter written by the teacher (see sample letter in appendix B). It could include summaries of the presentations of guest speakers, information about the past and future field trips, and results of class projects. Done as a class project, the newsletter can be an interesting and continuous activity in communications and writing to a specific audience.

Transition to High School

An appointment with the high school principal and head counselor or the counselor designated to receive the incoming class should be made in March. (See Week 18 for details.) High school martriculation begins in April, and the counseling office can more easily handle special arrangements while doing the usual scheduling and enrolling. The Going Places teacher, the school administrator, or a counselor familiar with the Going Places Program can handle the transition plans. To facilitate the first meeting, a letter summarizing the Going Places Program and the purpose of the meeting should be sent to the high school principal. In addition, a telephone call from the Going Places school administrator should be made to the high school principal to endorse the Going Places Program.

During the meeting, emphasize the rationale of the program and the need for high-risk students to feel success and a sense of belonging. Participation in the Going Places class is only a start; participation in high school programs will enable students to use and continue building their skills. This is a good time to explore the possibility of the Going Places class visiting the high school or having special speakers come to the class. The Going Places curriculum has lesson plans and days allotted for high school and guest speakers visitations.

One way to aid the students' transition to high school is to work with the high school counselor to place Going Places students in service positions, a special enrichment class, and/or extracurricular activities. The service positions can be office, library or counseling monitor, classroom aide, or an appointed position in student government; special classes include human development classes, such as peer counseling and interpersonal communications. A survey of the students' interests and preferences should be made before placement.

It will be up to the high school administration and counseling office to decide how to proceed with the assignment of Going Places students into service positions or classes. The Going Places teacher can offer assistance, but it is incumbent upon the high school personnel to complete transition plans.

Going Places Calendar (Weeks 1–5)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Self-Esteem	Course introduction. Student introductions. **LESSON 1***	Film: "One of a Kind." *or* My Feelings Star. How Do I Rate? **LESSON 2***	Begin journals. Student interviews. **LESSON 3***	Human Bingo. Pooling Faults and Flaws. **LESSON 4***	How Am I Unique? Photograph students. **LESSON 5***
Success	Broken Squares. **LESSON 6***	Videotape: "Being Yourself." *or* NASA Decision by Consensus. **LESSON 7***	Replace the Negative. Emphasize the Positive. **LESSON 8**	Positive Bombardment. **LESSON 9***	How I See Myself/How Others See Me. **LESSON 10**
Values 1	Ground Rules for Values Exercises. Values Voting. **LESSON 11**	Ranking Our Values. **LESSON 12***	Survival Game. **LESSON 13***	Values Auction. **LESSON 14***	Begin values projects. **LESSON 15**
Values 2	Values Continuum. **LESSON 16**	Work on values projects. **LESSON 17***	Process of Discovering Values. **LESSON 18***	Work on values projects. **LESSON 19***	Present values projects. **LESSON 20**
Communication	Nonverbal communication. **LESSON 21***	Send a Diagram. **LESSON 22**	Is Anyone Really Listening? **LESSON 23**	Mystery Game. **LESSON 24***	Quiz: Communications. **LESSON 25**

*Lessons requiring preparation in addition to handouts.

Going Places Calendar (Weeks 6–9)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Goal Setting	Brainstorm and write goals. **LESSON 26***	Prioritize goals. Identify common goals. **LESSON 27***	Risk Takers. Refine goals. **LESSON 28**	Develop Action Plans. **LESSON 29***	Quiz: Goals and Action Plans. **LESSON 30**
Decision Making 1	Develop personal action plans. **LESSON 31**	Goals and Success: Rewarding Yourself (cards). **LESSON 32***	What Is Decision Making? Everyday Decisions. **LESSON 33**	Steps in the Decision-Making Process. **LESSON 34**	Quiz : Goals and Decision Making. **LESSON 35**
Decision Making 2	Advantages and Disadvantages. **LESSON 36**	Probable Outcomes. Decision-Making Situations. **LESSON 37**	Decision-making case studies. **LESSON 38**	Moral Dilemmas. **LESSON 39**	Quiz: Decision Making. **LESSON 40**
Review	Review and evaluate class. **LESSON 41***	Videotape: "Seeing Yourself." *and/or* Visualization Exercises **LESSON 42***	Envision Your Life. **LESSON 43**	A New Start. **LESSON 44**	Class party. **LESSON 45***

*Lessons requiring preparation in addition to handouts.

Going Places Calendar (Weeks 10–14)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Assertiveness	Behavior Concept Chart. Illustrate passive, aggressive, assertive behavior. LESSON 46	Reasons for passive and aggressive behavior. LESSON 47*	Consequences of Passive/Aggressive/Assertive Behavior. Categorizing behavior. LESSON 48*	Assertive Requests. LESSON 49	Review passive, aggressive, and assertive behavior. LESSON 50
Tutoring or Class Projects 1	Introduction to cross-age tutoring. LESSON 51	Learning styles. LESSON 52*	Task and person appraisals. LESSON 53	Using Task Appraisals in Tutoring. LESSON 54	Review task and person appraisals. LESSON 55
Tutoring or Class Projects 2	Assertiveness in tutoring situations. LESSON 56*	Tips for Tutors. LESSON 57	Guest speaker on tutoring. LESSON 58*	Role play a tutoring session. LESSON 59*	Review tutoring. LESSON 60*
Communication Skills 1	Mindmapping Communication. Listening Trios. LESSON 61*	Mindmapping Feelings. Feelings Identification. LESSON 62*	Self-Disclosure Questions. LESSON 63*	Reflective Responding. LESSON 64	Review communication. LESSON 65
Communication Skills 2	I-Messages. LESSON 66	Nonverbal communication. LESSON 67	The relationship between verbal and nonverbal communication. LESSON 68	Roadblocks to Communication. LESSON 69	Quiz: I-Messages and Roadblocks. LESSON 70

*Lessons requiring preparation in addition to handouts.

Going Places Calendar (Weeks 15–18)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group Dynamics	Introduction to group dynamics. Group decision making. **LESSON 71**	Group Roles. **LESSON 72***	Square-Off activity—nonverbal communication. **LESSON 73***	Murder mystery—group decision making. **LESSON 74***	The Survival Game. **LESSON 75**
Sex-Role Stereotyping	Introduction to sex-role stereotyping. **LESSON 76**	Sex-role stereotypes throughout history. **LESSON 77**	Traditional stereotypes in the mass media. **LESSON 78**	Cinderella and Prince Charming. **LESSON 79**	Review sex-role stereotyping. **LESSON 80***
Career Awareness	Exploring employment opportunities. **LESSON 81***	Set and evaluate career goals. Career Banner. **LESSON 82***	Sharing career goals. **LESSON 83***	Expanding Roles. **LESSON 84**	Review careers. Develop action steps for career choices. **LESSON 85**
Bridging to High School	Guest speaker from high school. **LESSON 86***	Review goal-setting concepts. Set goals for high school. **LESSON 87**	Visit high school. **LESSON 88***	Reevaluate self-esteem. Rainbow Pockets. **LESSON 89***	Class evaluation. Celebration. **LESSON 90***

*Lessons requiring preparation in addition to handouts.

Week 1: Introduction to Self-Esteem

Planning Guide

This planning guide alerts you to equipment, materials, special preparations and/or personnel needed for this week's lessons, *in addition to* the handouts or other class materials for the week.

Lesson 1: Going Places notebooks, 1 per student, 5" x 7" pieces of colored paper, 1 per student

Lesson 2: "One of a Kind" film, projector, screen

Lesson 3: Lined notebook paper, 25 sheets per student

Lesson 4: 3" x 5" cards, 1 per student

Lesson 5: Camera, film

Lesson 1

Purpose

To discuss class procedures and expectations; to get to know one another

Materials

Going Places notebooks, "Going Places Course Outline" handout, 5" x 7" colored sheets of paper

Introduce the Lesson

Rearrange students' desks to form a circle or semicircle. (Begin each subsequent class by arranging desks in this manner.)

Explain the purpose of the Going Places course, and describe what students can expect from the course. You might begin by stating

> "In this class, you will have the opportunity to become involved in a wide variety of activities and to develop skills that will help you in high school and also later in life.
>
> "For example, you will learn new skills for making decisions about your life, from little things like what to wear to school to big things like what to do with your life after the eighth grade. You will have a better idea of what you want out of school next year, and you will have a chance to think about what you want to be doing in five or ten years.
>
> "This class will also help you learn to express yourself more effectively—to speak up for yourself and to say what you mean.
>
> "Finally, the class will give you some valuable skills that will help you work more effectively with others and develop your own leadership potential."

Present the Lesson

Explain the grading system and emphasize the importance of attendance and class participation. Say something like

> "Your grades will be based on quizzes, written assignments, class participation and contribution to class projects, and your journals, which you will write in every week. Your journals will not be graded, but must be completed if you are to pass the course. Attendance is important. If you're not here, you can't contribute."

Distribute the notebooks and the "Going Places Course Outline" handout. Briefly go over the handout, and have students put it in their notebooks, where they will keep all class materials. Tell students they will turn in their notebooks periodically and if they are to receive full credit, it must include all class materials.

Begin with the activity below. Pass out a 5" x 7" piece of colored paper to each student (or let students choose their own color).

Write four easy-to-answer questions on the chalkboard. Some possibilities include:

What is your favorite food?
Who is your favorite music group?
What is your favorite movie?
What is your favorite animal?
What is your favorite place?
If you could be anything in the world, what would it be?
What one thing about school makes you the most angry?

Have students write the answers to the four questions in the four corners of their papers. Instruct students to pair off with someone they don't know and exchange papers. (You, the teacher, should participate also.) Explain that each partner will interview the other and later introduce the partner to the class. Ask students to try to find out at least five unique or interesting things about their partners. Point out that some people find it hard to talk about themselves, so the interviewer may have to ask some good questions. Remind students that the answers they have just exchanged give them a head start on getting to know their partners. Direct them to write answers to their interview questions in the center of their partner's paper.

Have students introduce their partners to the class, and collect the colored sheets, which will be used in lesson 5.

Looking Ahead

Tell students that tomorrow they will finish their introductions (if not finished today) and view a film that will begin a discussion of self-esteem, which means self-respect, a positive self-image, or valuing yourself.

Handout

Going Places Course Outline

Name ______________________________

Week 1: Introduction to Self-Esteem

Week 2: Introduction to Success

Week 3: Values Clarification 1

Week 4: Values Clarification 2

Week 5: Introduction to Communication

Week 6: Introduction to Goal Setting

Week 7: Decision Making 1

Week 8: Decision Making 2

Week 9: Review

Week 10: Introduction to Assertiveness

Week 11: Tutoring or Class Projects 1

Week 12: Tutoring or Class Projects 2

Week 13: Communication Skills 1

Week 14: Communication Skills 2

Week 15: Group Dynamics (Working Together)

Week 16: Sex-Role Stereotyping

Week 17: Career Awareness

Week 18: Bridging to High School

Lesson 2

Purpose

To understand the concept of confidentiality; to understand the importance of a positive self-image

Materials

Going Places notebooks, "One of a Kind" film (22 minutes), projector, screen, "How Do I Rate?" handout, "My Feelings Star" handout (alternate activity)

Introduce the Lesson

Briefly review the purpose of the Going Places class and the grading system, explained yesterday.

Tell students that today they will discuss the concept of confidentiality, which is an important part of the Going Places class. They will also begin talking about self-esteem, an important building block of success.

Present the Lesson

Discuss the concept of confidentiality. Some ways that you can reinforce the concept are listed below. Emphasize the importance of being open and honest with one another, even though it may not be easy at first. Point out that before members of the class can be open and honest, they must be able to trust each other and the teacher. Explain the following ideas:

> "Confidentiality means that each of us has the right to share information and opinions with other members of the class and to know that our words will not be used against us. Whatever we say to one another during class discussions stays in this classroom. It is not a topic for gossip in school or anywhere else.
>
> "There is one limit to our agreement of confidentiality, however. If I suspect that a student is in danger in any way, I am bound by law to report this information to the appropriate authority. Therefore, I must use my own judgment in taking action."

Write a confidentiality pledge on the chalkboard with the students' help.

> "Members of the Going Places class agree that the personal thoughts and opinions expressed by members of this class will remain confidential and will not be discussed outside of this class" or "What is said here, stays here."

Ask for questions, and continue the discussion until the class agrees on the wording for and understands the importance of the confidentiality pledge.

Distribute the "How Do I Rate?" handout. Read each statement aloud and discuss what it means, if necessary. Have students complete the handout; then discuss it. Some ways to approach the discussion include:

> "Look back over your answers. Do you have some 1s or 2s? Most people do. That means you have some room to grow in how you feel about yourself.
>
> "Now look at your second list. Are there some 3s and 4s? If you are like most people, there are some things you would like to change about yourself. That's what the first few weeks of this course are about. You will complete this evaluation again, and you should be able to see the changes you have made."

Introduce the film "One of a Kind." (If you are unable to use the film, refer to the alternative activity beginning on the following page.)

"Today, we will watch a film concerning how we feel about ourselves. Many of you may have heard that we're supposed to feel good about ourselves. But it isn't always that easy. Sometimes other people put us down, and sometimes we put ourselves down. For the rest of the week we will be talking about self-esteem: what it is, what it isn't, and why it's important. This film will give us some things to start thinking and talking about."

Show the film.

Follow Up

Ask students these questions.

1. Is self-esteem the same thing as being conceited? Are kids who brag about their looks, their clothes, or their skills showing self-esteem?

   (It may be that people who brag really doubt themselves and need attention from others to feel good about themselves. It's like the queen in "Snow White" who had to keep asking the mirror, "Who is the fairest of them all?" Even though the mirror answered, day after day, that she was the fairest, the queen lived in fear of the day the mirror wouldn't tell her what she wanted to hear.)

2. Do you have to be the best-looking, richest, smartest, most athletic, or most talented person to have self-esteem?

   (If that were true, most of us would be out of luck, wouldn't we?)

3. Are people who put down others showing self-esteem? What does that kind of behavior really say about them?

   (It may be possible that they have to make others look bad, so they can look good by comparison.)

Alternative Activity

To present the "My Feelings Star" activity, select and write on the chalkboard six statement starters from the following list:

The two people I admire most are . . .
My favorite book or movie is . . .
My goals for the future are . . .
Five words to describe me are . . .
Two qualities or traits I look for in a friend are . . .
When I make a decision, I think, feel, and act. The order in which I do these things is first I . . .
Five things I am proud of about myself are . . .
Life is a merry-go-round on which I . . .
When I go someplace where people are using drugs, I feel . . .
The thing I like best/worst about drinking is . . .

Distribute copies of the "My Feelings Star" handout. Direct students to complete the open-ended statements that you have listed on the chalkboard, writing their answers on each of the six points of the star. Have students pair up with a student they do not know. Give them five minutes to discuss their "feelings stars."

Instruct students to change partners, again pairing with someone they do not know. Give them five minutes to discuss their "feelings stars" with their new partners.

Follow Up

After students have had the opportunity to discuss their stars with at least two classmates, have them discuss their responses as a group.

Looking Ahead

Tell students that tomorrow they will get to know each other a little better by continuing with the interviewing process.

Handout

How Do I Rate?
(Self-Image Evaluation)

Name ______________________________

Take a few minutes to think about yourself. Next to each of the statements listed below, write a number from 1 to 4, based on the following choices:

1 = Never True
2 = Sometimes True
3 = Often True
4 = Always True

Answer as honestly as you can. No one will see your answers.

Column A

______ Things in my life usually turn out well.

______ I like who I am.

______ I can do a lot of things well.

______ I am good at helping other people.

______ I enjoy being with other people.

______ I can tell other people how I feel about things.

______ When things aren't going well, I still believe in myself.

______ I am good at making choices about my life.

______ I try to do what I think is right, not what my friends tell me to do.

Column B

______ I hide my real self so people don't really know me.

______ I feel embarrassed when people compliment me.

______ I decide how good I am by comparing myself to others.

______ I try to get laughs by putting people down.

______ I feel there is nothing special about me.

______ I am not very proud of who I am.

______ I wish I were someone else.

______ I don't like the way I look.

______ I don't have what it takes to succeed.

Look back over your answers in column A. If you are like most people, you'll have some 1s and 2s. These are areas where you have room to grow.

Now look at column B. How many 3s and 4s do you have? These are areas you might like to change about yourself. Growing and changing for the better is what this Going Places course is all about.

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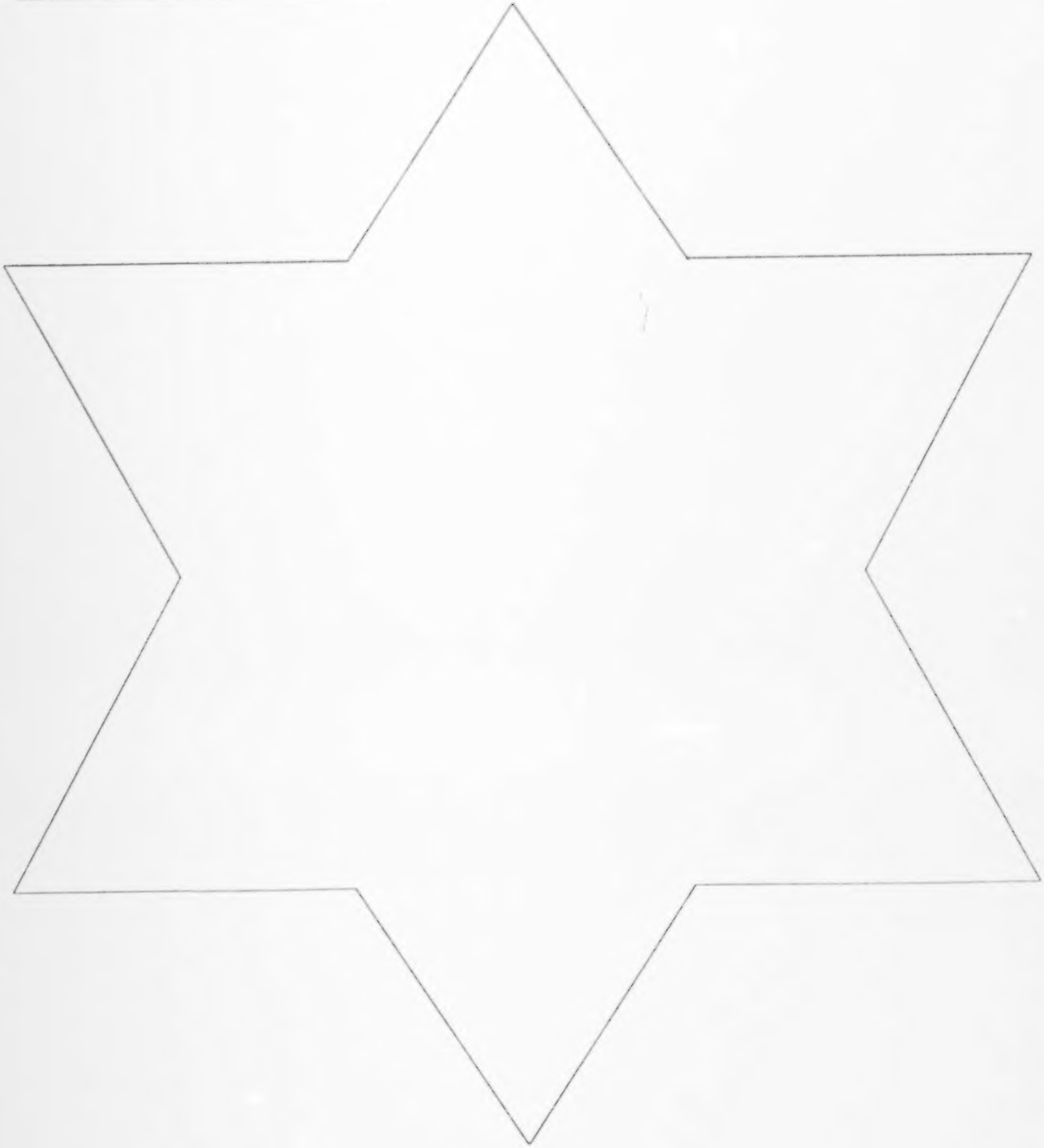
Handout

My Feelings Star

Name ______________________



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Lesson 3

Purpose

To get to know one another better

Materials

Going Places notebooks, lined notebook paper (25 sheets per student)

Introduce the Lesson

Remind students of the importance of confidentiality. Briefly, review the film "One of a Kind" or review the "My Feelings Star" activity. Tell students that today they will begin writing in their journals, and they will have the opportunity to continue getting to know one another better. Journals may be collected biweekly, monthly, or quarterly, at the teacher's discretion.

Present the Lesson

Introduce the journals. Pass out notebook paper. Explain to students that a section in their Going Places notebook is to be used as a journal. Each week they will respond, in their notebooks to a specific journal topic.

Write today's journal topic on the chalkboard.

Five things I like about myself are . . .
One thing about myself I would like to change is . . .

Have students put today's date at the top of the first page of their journal and complete the sentences on the chalkboard while you take roll. Remind students that writing in their journals is one of their class activities and therefore part of their grade. Emphasize that they won't be graded on what they write, only on whether or not they write in the journal. Encourage students to write honestly and completely, expressing their feelings as best they can. Tell students that if they don't want you to read what they have written, they should write "DON'T READ" at the top of the page, and you will not read that entry. Explain the schedule you have selected for collecting, grading, and returning the journals.

Introduce the interviewing process.

> "We are going to get together in small groups. You will be working in these groups off and on for the next several weeks. Today you will be interviewing each other as you did in lesson 1, only this time you will have a chance to learn more about each other."

Divide students into teams of four. The teams should, as closely as possible, mirror the class—both males and females, and differing ethnic groups and ability levels. Have teammates count off from one to four.

Put a list of suggested interview topics on the chalkboard: hobbies, unusual experiences, life goals, favorite movies, and so on. Inform students that teammate 1 will interview teammate 2, and teammate 3 will interview teammate 4. Explain that the aim of the interviews is to gather information that will be used to introduce each person to his or her teammates. Suggest that students record information from the interviews on a piece of paper.

Allow five minutes for interviewing. Instruct teammates 1 and 3 to take one minute to introduce the persons they interviewed. Have students shift roles (the interviewer becomes the interviewee) and repeat the interviewing process.

Direct each team to engage in a discussion that attempts to discover the "positive essence" of each of the teammates so the teammate can be described using a single word or brief phrase. (For example: gutsy, adventurous, caring, nature-loving, and so on.)

Have each team member introduce the person he or she interviewed to the class, stating the adjective or phrase that best captures the positive essence of that person and providing a sentence or two of explanation. (*Alternative short format:* Eliminate team discussion and have each teammate tell the most interesting, *positive* thing they learned about the other teammate.)

Follow Up

Ask students if they feel they are getting to know one another better and if they are finding it easier to talk about themselves. Remind students of their confidentiality pledge, and reinforce its importance.

Looking Ahead

Tell students that each day they will learn more positive things about one another; however, no one is perfect. Let them know that the next day they will begin talking about the fact that each of them has faults and that part of learning to accept ourselves is to accept our faults.

Lesson 4

Purpose

To continue learning about one another; to promote self-acceptance through the recognition that everyone has faults and flaws; to explore ways of dealing with faults

Materials

Going Places notebooks, "Human Bingo" handout, 3" x 5" cards (1 per student)

Introduce the Lesson

Review some of the things students have learned about one another this week. Tell students that they will play a game, and then participate in an activity to explore some of their common shortcomings. Reassure students that the exercise will be anonymous.

Present the Lesson

Play "Human Bingo." Distribute the "Human Bingo" handout to each student. Have students sign their own name in the center box. Instruct students to circulate around the room, find a person to fit each description, and have that person sign his or her name in the appropriate box. Direct students to use each name only once and to try to remember the names of students they don't know. (Depending on the size of the class and the amount of time you wish to spend on this activity, have students fill in the card completely, just horizontally, just diagonally, or just vertically.)

Conduct "Pooling Faults and Flaws'" activity. Explain to students that

> "one of the ways we hold ourselves back from becoming the person we want to be is by dwelling on the negative aspects of our personalities and lives. One step toward becoming a person with a positive self-image is to accept our flaws, but take action to deal with them."

Distribute a 3" x 5" card to each student. Instruct students to print on their card, in block printing, their three biggest personal faults, flaws, inadequacies, or shortcomings. Tell them that block printing and uniform cards will help guarantee anonymity. Collect cards face down, and shuffle them. List on the chalkboard all the faults students have written on their cards. Point out how many faults people perceive themselves to have. (This will aid students in realizing that their perceived faults are not as terrible as imagined; their faults are likely to be shared by others in the group.)

Explain the different ways students can handle perceived faults/flaws.

- *Utilize the fault/flaw.* They can use the fault/flaw as an excuse for not succeeding—a self-imposed chain or barrier.
- *Change and improve the fault/flaw.* They can work to improve themselves. The fault/flaw can be changed.
- *Accept and build on the fault/flaw.* They can accept the fault/flaw as a part of them and do their best to minimize it. (They can build on what they are versus what they are not.)

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Follow Up

Go over the list of faults and flaws on the chalkboard, and have students decide for each item whether to use the fault, change it, or accept and minimize it, and build on strengths.

Select two or three faults from the chalkboard and brainstorm specific ways to deal with them. Ask students if they notice any patterns in the list of flaws and faults that suggest differences based on sex roles, e.g., are girls or boys more concerned about physical appearance, athletic ability, personality, etc. Ask why there are these differences between girls and boys.

For example, why is it that a female who stands up for herself is often called aggressive, while a male in the same situation is called assertive? Aggressive implies that the female is hostile and loud, while assertive implies that the male is calm and forthright. Or, why is it that a male who enjoys being around younger children is called a sissy, while a female in the same situation is said to be nurturing? Being a sissy has negative implications toward the sexuality and gender of a male, while nurturing is considered a positive attribute in females.

Looking Ahead

Tell students that tomorrow they will start thinking about what makes each person unique.

Handout

Human Bingo

Name ______________________

Someone who likes to go camping	Someone with two brothers	Someone who likes to read	Someone who likes to play football	Someone born in a different state or country than you
Someone who owns a dog	Someone who likes to cook	Someone who likes school	Someone who jogs	Someone who likes to ride bicycles
Someone who likes pizza	Someone who has seen your favorite movie	Sign your own name	Someone who would like to write a book	Someone who likes to go to the beach
Someone who has been out of the United States	Someone who likes ice cream	Someone who performs in an ethnic/folk musical or dance group	Someone with two sisters	Someone who ate a hamburger last night
Someone who belongs to a different cultural/ethnic group than you	Someone who plays soccer	Someone who speaks two languages	Someone who is planning to go to college	Someone who has been to a baseball game

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Lesson 5

Purpose

To explore the uniqueness of each person

Materials

Going Places notebooks, camera, film

Introduce the Lesson

Review the "Pooling Faults and Flaws" activity from the previous day. Tell students that today they are going to talk about how each person is unique.

Present the Lesson

Write today's journal topic on the chalkboard. (One of the topics is put-downs. Caution students to use good judgment as to the appropriateness of the language used in the put-downs.)

> List the put-downs people have used against you or you have used against others this week.
>
> List the compliments people have given you or you have given others this week.

Conduct the "How Am I Unique?" activity. Choose a famous person with whom the class is familiar, preferably a well-known woman or leader of color with whom the students can identify. Ask students to state how this person is unique, focusing on the positive aspects of the person. Write these attributes on the chalkboard.

Model the process again, using yourself as the subject. State some of your unique qualities, and write them on the chalkboard.

Have students choose someone they know, or a famous person, and write that person's unique, positive qualities in their Going Places notebooks. Have students write their own unique, positive qualities in their Going Places notebooks.

Follow Up

Ask for volunteers to share some of their positive qualities with the rest of the class. If there are no volunteers, share some positive qualities you have observed in particular students.

Take a photograph of each student. (If possible, have the film developed over the weekend.) Mount the pictures on the colored sheets from lesson 1 regarding their likes and dislikes.

Select a supplemental activity from the following pages, and have students complete it if time permits.

Looking Ahead

Tell students that next week the class will look at what it means to be successful.

Supplemental Activity

Name Game

Purpose	To help students learn one another's names
Materials	None needed
Present the Lesson	Have all students sit in a circle so that everyone can see each other easily. Tell the first person (you may ask for a volunteer) to begin by giving her or his name and something she or he likes to do (for example, My name is Lea, and I like to play volleyball). Continue around the circle with the next student saying his or her name and what he or she likes to do. Each student repeats the name of the persons who preceded him or her in the circle (for example, My name is Glen, and I like to read. This is Martin, and he likes to dance. This is Lea, and she likes to play volleyball.)

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Supplemental Activity

Present Your Best

Purpose	To increase self-confidence
Materials	None needed
Present the Lesson	Introduce the exercise as follows:

> "As I think, I am. When we accept ourselves, we carry that acceptance with us at all times. We can present ourselves in a positive way—even when we meet someone for the first time. But when we doubt ourselves, we communicate that self-doubt."

Recruit a volunteer, and demonstrate. Ask the student to be someone *you* think is "better" than you are (maybe a famous person, who you are meeting for the first time). Ask the student to role play self-doubt; i.e., look down, squirm, offer no handshake or a weak handshake, or mumble his or her name. Next, ask her or him to role play confidence; i.e., walk up to a student, look her or him in the eye, offer a firm (not crushing) handshake, and say her or his own name clearly.

Have students introduce themselves to every person in the room, pretending they have never met before. Remind students to shake hands firmly and to maintain eye contact throughout the introduction.

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Week 2: Introduction to Success

Planning Guide

This planning guide alerts you to equipment, materials, special preparations, and/or personnel needed for this week's lessons, *in addition to* the handouts or other class materials for the week.

Lesson 6: "Broken Squares" puzzle sets (copied, cut, and placed in envelopes)

Lesson 7: "Being Yourself" videotape and a playback unit

Lesson 8: Notecards, 1 per student

Lesson 9: At least two adult staff members, such as counselors or aides

Lesson 6

Purpose

To explore the ways that a person can be a success; to personalize the concept of success; to learn to be sensitive to others' needs

Materials

Going Places notebooks, "Success Story: Shirley Chisholm" handout, "Broken Squares" puzzle sets (already cut and in envelopes)

Introduce the Lesson

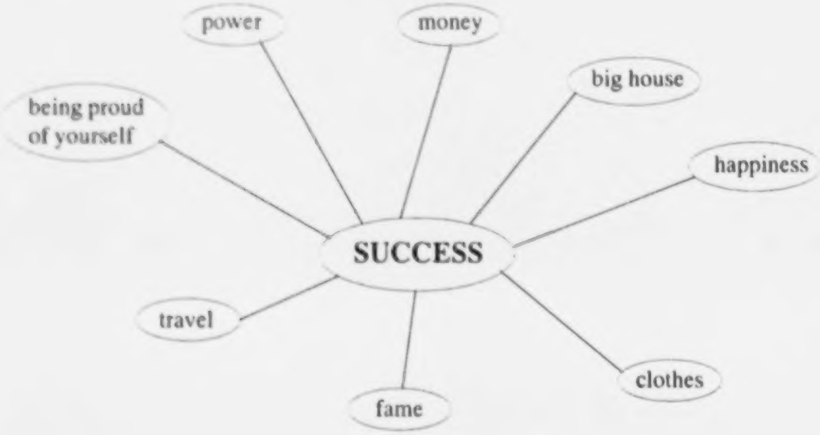
Write today's journal topic on the chalkboard.

> A close friend is signing your yearbook. What is the best thing that person could write to you in your yearbook?

Remind students that every person is unique, and briefly review lesson 5 from the previous week. Tell students that today the class will begin talking about what it means to be successful.

Present the Lesson

Begin by defining "success." Write the word "success" on the chalkboard, and have students brainstorm possible definitions and descriptions. Explain that you will be using a technique called "clustering" to write their ideas on the chalkboard. (This technique enables you to write items without listing or prioritizing them, and it encourages a spontaneous flow of ideas. See the example below.)



As students state definitions, cluster them around the word "success" using bubbles with connecting lines. Keep clustering until the chalkboard is covered. Point out how many more definitions are generated as a group than if each person tried to define "success" by her/himself.

Emphasize that we all have different ideas about success and the objects or values that denote success. By understanding how we feel about success and what success means to us, we can become successful. Ask students if women and men have different ideas about success and if these differences are based on sex-role stereotypes. Discuss cultural differences that may influence our ideas about success.

Instruct students to choose words from the chalkboard that come closest to what success means to them. Have students write the words in their journals.

Distribute the "Success Story: Shirley Chisholm" handout.

Tell students that everyone takes different pathways to success and overcomes different obstacles along the way. Allow students ample time to silently read the short biography and answer the two questions at the bottom of the handout.

Conduct class discussion based on the questions on the handout "Success Story: Shirley Chisholm." Use this opportunity to discuss the ingrained biases and cultural conditioning that can make sex and race barriers to success.

Introduce the "Broken Squares" activity. This activity promotes cooperation in small groups and an awareness of the needs of others—what you give rather than what you receive.

To begin the activity, prepare the puzzle sets (enough for each group). A puzzle set consists of four envelopes, each containing heavy paper shapes that have been cut out from the puzzle sets on pages 46–47. To make these sets, mark the envelopes A through D. Envelope A contains pieces A-h, A-e, and A-d; envelope B contains pieces B-a, B-a, B-a, and B-c; envelope C contains pieces C-a and C-g; and envelope D contains pieces D-f, D-b, and D-c.

Tell the students that

> "part of being a success or successful is learning how to work together, or cooperate, with other people. Just as more ideas are generated when the class brainstorms together, more creativity and work results when students work together in a group. You will be divided into small groups. Each group or team will be given the pieces of four broken squares. Your team must create all four squares by taking turns giving one another one piece of the square. Several combinations of the pieces will form one or two squares, but only one combination will form all four squares."

Give each cooperative group one puzzle set. Instruct a student from each group to take all of the square pieces out of the four envelopes and distribute the pieces equally to each group member. Tell students that they must work cooperatively to construct four squares. Emphasize that students must offer, or be offered, not ask for, a puzzle piece. (The object is to tune in to what others in their group need to complete the puzzle.)

Emphasize that the object of the "Broken Squares" activity is *not* to complete squares; it is to learn to be sensitive to the needs of others.

Congratulate those teams that appear to be working well together. If a team completes the squares quickly, re-mix the square pieces, and have them do the activity again.

Follow Up

Ask each group to think about and share the means their group used to solve the problem. Tell students to give concrete examples.

Looking Ahead

Prepare students for the activity you have selected for lesson 7.

Handout

Success Story: Shirley Chisholm
(1924–)

Name ______________________________

Sometimes it's hard to take the first few steps on the road to success, but once you're past the first hurdle, you're off and running. That's the way it was for Shirley Chisholm, the first African-American woman elected to Congress. When Chisholm was applying for her first job as a worker in a day-care center, the supervisor was reluctant to hire her because of her youth and small stature. But Chisholm convinced the woman to try her out. She has been working hard and achieving successfully ever since in successive careers as a school teacher, director of a day-care center, and congressional representative.

In her political work Chisholm strives for racial and sexual equality. Her achievements include protecting domestic workers with legislation pertaining to the minimum-wage law, environmental health, day care, food stamps, health care, full employment, and human rights.

In 1972, Congressional Representative Chisholm made a bid for the Democratic nomination for president, receiving 154 delegate votes despite opposition from many African Americans and liberals. With her bid, she blazed the trail for Jesse Jackson and Geraldine Ferraro.

Questions:

1. What kind of obstacles did Chisholm face as a young person?

____

____

____

2. Why did she face so many obstacles?

____

____

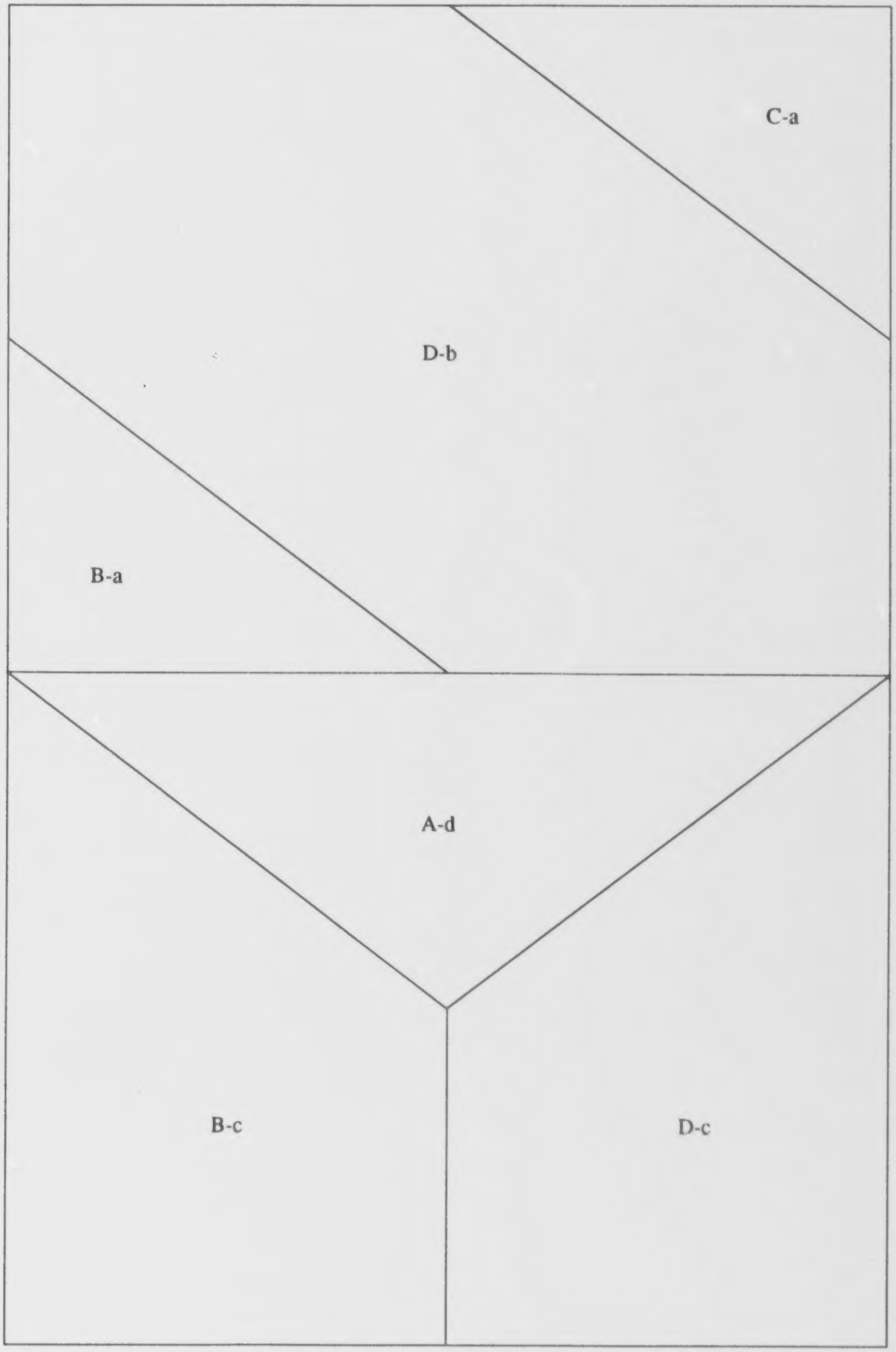
____

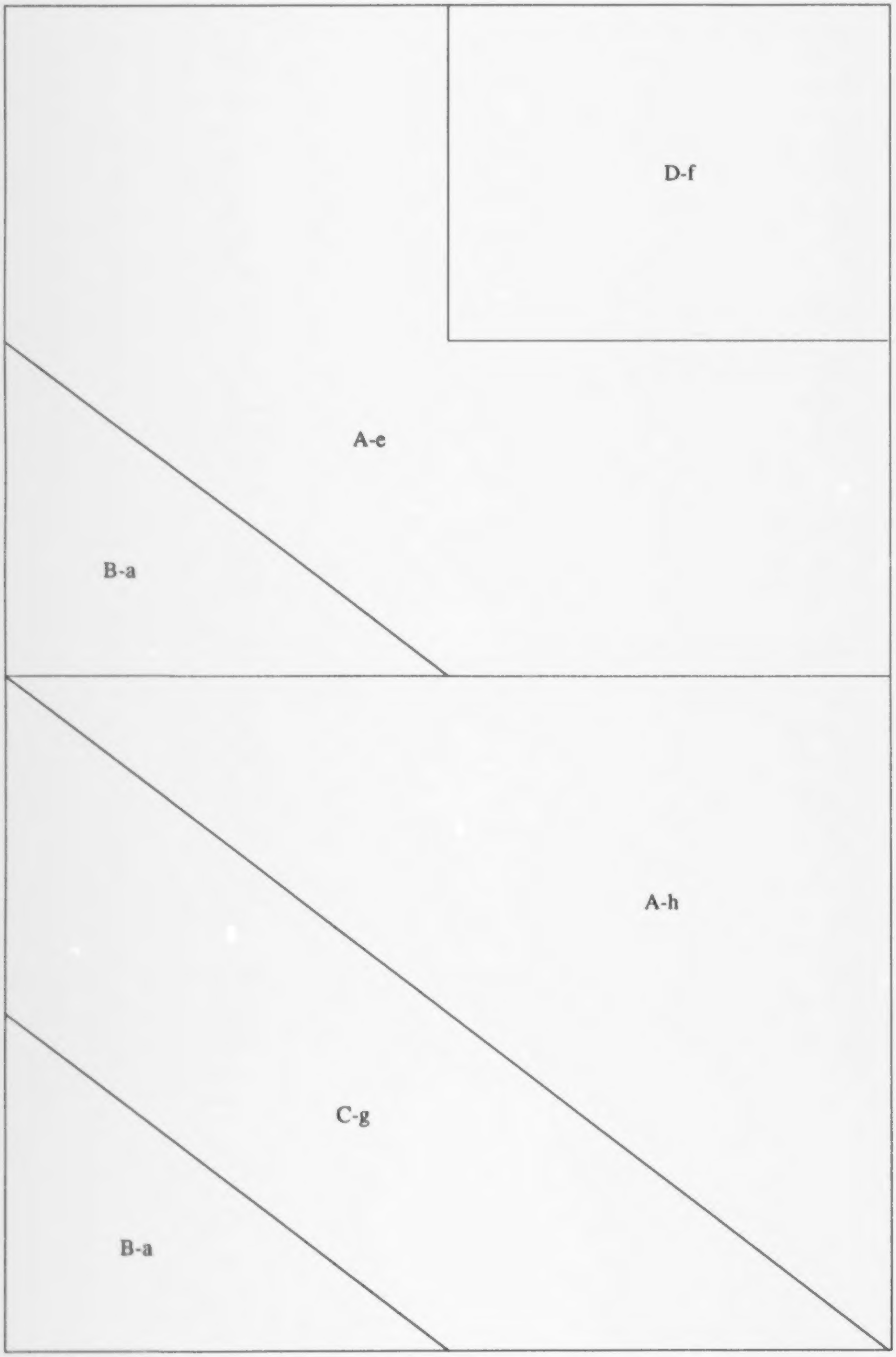
3. Which barrier was probably the most difficult to overcome? Why?

____

____

____


C-a
D-b
B-a
A-d
B-c
D-c


D-f
A-e
B-a
A-h
C-g
B-a

Lesson 7

Purpose

To encourage students to begin to think about their human potential; to continue to develop a team spirit within each cooperative group

Materials

Going Places notebooks, "Being Yourself" videotape (28 minutes) and playback unit *or* "NASA Decision by Consensus" handouts

Introduce the Lesson

Review briefly the definitions of success generated in the previous lesson by the class. Have students offer new definitions, if they have thought of any.

Review the relationship between teamwork and success and how the "Broken Squares" activity demonstrated this relationship.

Present the Lesson

Introduce the videotape "Being Yourself" by stating something like the following:

> "Many of the things we do in our lives are based on habit. We might make our bed in the morning or brush our teeth without even thinking about it, because it's a habit. Sometimes if I'm driving in this area on a weekend, I'll take the turnoff I take to come to school, even when I don't mean to. Taking that turnoff has become a habit for me.
>
> "Some of our habits are good. For example, it's good that we can tie our shoes or perform other routine, daily tasks without having to think about them. Some habits, however, can be harmful. Putting ourselves down can be harmful. Putting ourselves down is a bad habit because it contributes to a negative self-image, which can keep us from developing a healthy self-esteem. Fortunately, we can change bad habits.
>
> "This videotape will help us understand how we can change negative images we have of ourselves."
>
> Show videotape "Being Yourself."

Follow Up

Have students write out their "If I Could" list, as suggested in the videotape.

Direct students to list their habits, both good and bad, and analyze how these habits were formed (for example, by doing them over and over again until the action became a habit).

Looking Ahead

Tell students that tomorrow they will practice two ways of developing habits that lead to a positive self-image.

Alternative Activity

Introduce the "NASA Decision by Consensus" activity. (Use this activity if you are unable to obtain the "Being Yourself" videotape.)

Tell students that sometimes working together can be a matter of life or death. Have them give some examples (fire fighters, police officers, military and medical emergency personnel, and so on). Distribute the "NASA Decision by Consensus" handout. Read aloud the situation presented. Distribute the "NASA Decision by Consensus: Guidelines for Decision Making" handout. Read aloud this page, clarifying as necessary. Be sure students understand the concept of consensus.

Divide students into cooperative groups. Instruct the groups to work out the problem, prioritizing the items *with an explanation*. Have one student from each group present the group's decision and explain the reasons for the group's choices. Prioritize the list on the chalkboard as a final class activity.

Follow Up

Discuss how the groups worked together—what helped/hindered coming to a decision—if time permits.

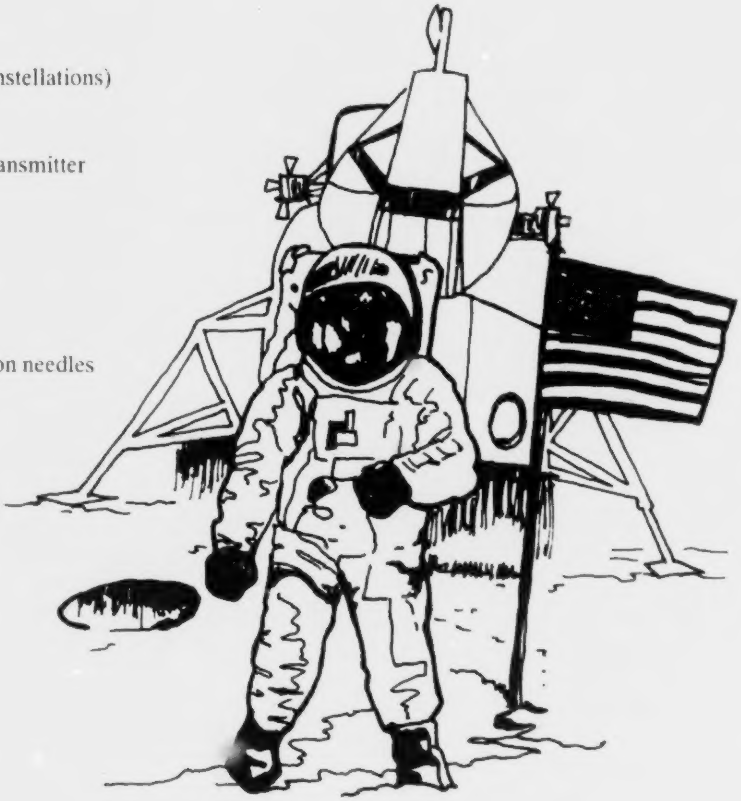
Handout

NASA Decision by Consensus

Group Name ______________________________

Your space crew was originally scheduled to rendezvous with the mother ship on the lighted surface of the moon. Due to mechanical difficulties, your ship was forced to land some 200 miles from the rendezvous point. During reentry and landing, much of the equipment aboard your ship was damaged. Survival depends upon reaching the mother ship. You must walk, taking only the most critical (necessary) items available. Below is a list of the fifteen items left intact and undamaged after landing. Your task is to rank order these items in terms of their importance in allowing your crew to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through the number 15—the least important.

______ box of matches
______ 50 feet of nylon rope
______ portable heating unit
______ one case of dehydrated milk
______ stellar map (of the moon's constellations)
______ magnetic compass
______ signal flares
______ solar-powered FM receiver-transmitter
______ food concentrate
______ parachute silk
______ two .45 caliber pistols
______ two 100-lb. tanks of oxygen
______ life raft
______ 5 gallons of water
______ first-aid kit containing injection needles



Handout

NASA Decision by Consensus: Guidelines for Decision Making

This is an exercise in group decision making. Your group should employ the method of group consensus for reaching its decision. This means that the prioritizing of each of the fifteen survival items *must* be agreed upon by each group member before it becomes a part of the group decision.

Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guidelines to use in reaching consensus:

1. Name your group.
2. View differences of opinion as helpful rather than as a hindrance in decision making.
3. Monitor the process periodically: How do you feel? How is your group working together?
4. Avoid arguing for your own individual opinions. Approach the task on the basis of logic.
5. Avoid changing your mind *only* in order to reach agreement and thus avoid conflict. Support solutions that you are able to agree with at least somewhat.
6. Avoid using "conflict-reducing" techniques, such as majority vote, averaging, or trading in reaching decisions.

Lesson 8

Purpose

To learn techniques for creating a positive self-image; to continue to build on working together in cooperative groups

Materials

Going Places notebooks, "Replace the Negative" handout, notecards (1 per student), "Emphasize the Positive: Affirmation Guidelines" handout

Introduce the Lesson

Write today's journal topic on the chalkboard. It is

> Pretend you are looking in the mirror. Describe how you see yourself today. in five years? in ten years?

Review briefly the "Being Yourself" videotape or the NASA activity. Explain to students that instead of thinking about how others influence their self-esteem, they are now going to think about how they influence their own self-esteem.

Present the Lesson

Write the following on the chalkboard: "As I think, I am. As I act, I become." Discuss with students what this statement means (i.e., thoughts lead to actions, and a person is defined by his or her actions).

Introduce the following positive, self-talk exercise:

> "We all receive put-downs from time to time, even from our best friends. These put-downs can hurt us, but not nearly as much as the put-downs we give ourselves. We are our own best friend or our own worst enemy.
>
> "If we make a mistake, does it mean we are worthless? No, it just means we made a mistake. Making mistakes can be the best way to learn. When Thomas Edison was trying to invent a new kind of battery, he tried 50,000 times and still didn't have it right. Of course, he was criticized for not producing results. 'Results?' he said. 'Why, I have gotten a lot of results. I know 50,000 things that won't work.' Now, there was a man with self-respect. He kept at it, and eventually he invented his battery. But he could have quit. He could have said, 'They're right, I'm a failure. I'll never get it right.' If he said that often enough to himself, he probably would have quit.
>
> "The next time you start to put yourself down, stop, and remember this: Instead of judging yourself, work to improve your abilities."

Distribute the "Replace the Negative" handout. Read the examples aloud. Have students complete the bottom portion and put the handout in their notebooks.

Begin this positive affirmation activity by writing the following on the chalkboard: "I like myself just the way I am." Discuss the meaning of the statement (i.e., you like yourself regardless of the mistakes you've made, regardless of the put-downs you have received, or, as Jesse Jackson puts it, "I am somebody.")

Pass out notecards, one per student. Have each student write on it: "I like myself just the way I am," or "I like myself, no matter what," or "I am somebody."

Distribute the "Emphasize the Positive" handout and read through the affirmation guidelines with the class. Tell students that the technique seems simple, but it works. Go through the guidelines again, step by step, and have students practice each step. Urge students to practice this technique every day, even if it does not feel right. Remind them that they must repeat an activity over a long period of time before it becomes a habit and that the more negative self-talk becomes a habit, the longer it takes to change it to positive self-talk.

Follow Up

Ask students the following questions:

1. Does feeling good about yourself mean life will be free of problems?
2. Does feeling good about yourself mean you have no faults?
3. How can feeling good about yourself help you deal with your problems?

Looking Ahead

Tell students about the interesting activity you have planned for the next day. Let them know that it may be unlike anything they have experienced before.

Handout

Replace the Negative

Name ______________________

Replace	**With**
"I blew it."	"I'll get it right the next time."
"I'm so fat."	"I feel better and look better when I eat smaller servings."
"I'll never get it."	"I have the ability to improve."
"I'm so stupid."	"I can and will learn."
"What's the use?"	"If I can dream it, I can achieve it."
"I know I'll screw up."	"I learn from my mistakes, and eventually I'll be able to do it."
"They won't like me."	"I'll enjoy being with them."
"I haven't got what it takes."	"I am capable."
"I'm such a slob."	"I enjoy looking my best."
"I hate the way I look."	"I like myself."
"I hate doing this."	"I'll do my best and get on to something I enjoy."
"If only I had . . ."	"Next time, I will . . ."

Write down some of your own put-downs. Then rewrite them.

1.	1.
2.	2.

3. ______________________________ 3. ______________________________

______________________________ ______________________________

______________________________ ______________________________

Handout

Emphasize the Positive: Affirmation Guidelines

Name ______________________________

1. Take a notecard and neatly write on it "I like myself just as I am" or "I like myself, no matter what."

2. During the first few minutes after you wake up in the morning and during the last few minutes before you go to sleep at night, find a comfortable, quiet spot where you can relax.

3. Read the words "I like myself just as I am" to yourself. Then close your eyes, and repeat the words again.

4. Remember a time in your life when you felt good about yourself. Create the event in your mind, as if it were an instant replay. It may be the time you walked on stage for an award or the time your big brother or sister took you to the zoo or when you learned to ride a bike. It might even be something as simple as receiving a hug from a close friend or a good grade on a test.

5. Whatever you choose for your instant replay, make sure it was enjoyable. Remember every detail: how it felt, what the weather was like, how everything looked—even the smells associated with the experience. Let the memory last for 15–20 seconds.

6. Use your instant replay throughout the day, especially when you are having a difficult time. Sometimes you might want to use an instant replay of another enjoyable experience. Keep mentally repeating the positive statement "I like myself, no matter what," too.

7. The instant replay technique may be difficult at first. You may not be able to remember many details, or you may have trouble concentrating. But each time you use it, it will be easier, and soon you'll find that you enjoy it. And remember, IT WORKS!

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Lesson 9

Purpose

To recognize a person's positive traits

Materials

Going Places notebooks, "Positive Bombardment" handout
Note: It is strongly recommended that at least two additional adults assist during this lesson.

Introduce the Lesson

Ask students if they have been practicing their positive affirmations, and encourage them to continue. Review how easy it is to think negative rather than positive thoughts about others and yourself. Ask students when was the last time someone said something nice to them about them. Have students share experiences and their feelings.

Tell students that today they are going to focus on positive traits—in themselves and in one another. Explain to the class that everyone needs to feel like they are a valuable part of society. As students have observed in the past two weeks, most people receive a lot of feedback about their mistakes and weaknesses and not a lot of praise or encouragement about their gains and strengths. Let them know that today's activity will demonstrate how positive feedback can enhance a person's self-esteem.

Present the Lesson

Direct the "Positive Bombardment" activity. Instruct students to get into their cooperative groups. Tell each group to form a circle.

Distribute the "Positive Bombardment" handout. Lead students through a series of self-disclosure statements. Encourage them to answer honestly and completely. As you read each question, give *your* answer for the entire class to hear. The more open you are, the more open the students will be. After you answer the question, have each student within each group answer the question aloud for his/her group to hear. (Model the process with the other adults present.)

The self-disclosure statements are listed below.

- Tell us something about your name (i.e., nationality, what it means, how it came about).
- What hobby or activity do you enjoy? Why?
- Tell us about a place where you feel most comfortable—where you go to be alone.
- If someone came in and gave you a message to call home as soon as possible for good news, what would the good news be?
- Which of your possessions means the most to you? Why?
- Who, in your life, has meant a lot to you or influenced you in a positive way?

List a few of your positive traits on the chalkboard. Some examples might be the following:

helpful to others
witty
cool dresser
good listener
patient
strong/good figure
good student
pretty eyes
good dancer
nice smile

Instruct the members of each group to focus on one person at a time and to point out all the *positive* qualities they see in that person. Explain that each member being "bombarded" should ask someone in the group to be the recorder. The recorder will write down on that person's "Positive Bombardment" handout all the positive statements made about the person. If someone giving the positive feedback agrees with something already said, the person making the statement should repeat the quality(ies), instead of saying, "I agree with what everyone has said." They might say for example, "I agree that you are a good listener and a cool dresser."

Remind students that both the person giving the positive information and the person receiving it should maintain eye contact throughout the exchange. Tell students that they should not disagree with anything said about them, but instead simply say "Thank you."

Move from group to group during this activity to facilitate the process. Instruct the other adults present to do likewise. Instruct students to individually complete the two questions on their handout when their group has completed the activity.

Follow Up

Ask students how they felt about receiving compliments, was it difficult for them to maintain eye contact while receiving compliments, and why. Ask for their opinions on why people have a difficult time accepting compliments.

Looking Ahead

Tell students that this week they will gain one or more perspectives on themselves and each other.

Handout

Positive Bombardment

Name ____________________

Have someone in your group write down the positive statements about you in the space below.

After the exercise is over, answer these questions.

1. Hearing the positive comments, I felt ____________________
2. Something I discovered about myself is ____________________

Adapted from "One of a Kind" by Mark Scharenbroich. Owatonna, Minn.: School Products Group, Jostens, Inc. Used by permission.

Lesson 10

Purpose

To review the first two weeks of class; to understand the concept of values; to compare how we see ourselves with how others see us

Materials

Going Places notebooks, "How I See Myself/How Others See Me" handout

Introduce the Lesson

Write today's journal topic on the chalkboard.

> Five things I have learned about myself, others, and success are . . .

Review the "Positive Bombardment" activity, and have volunteers share some of the things they have learned so far.

Tell students that today they will have a chance to compare how they see themselves with how others see them.

Present the Lesson

Introduce the activity "How I See Myself/How Others See Me":

> "How we feel about ourselves and others is often related to our values." (Arrive at a definition for the term "values," and give examples.)
>
> "We will be discussing values more in-depth next week. You will learn that there are some values we all share and others that differ from person to person. Our attitudes and behaviors are reflections of our values. For example, one of my values is that smoking is bad for my health and yours. What might my attitude be if you light up a cigarette next to me?"

Distribute copies of the "How I See Myself/How Others See Me" handout, and have students write their names at the top. Direct students to answer the questions, using column A only and following the code. When they are finished, ask them to carefully fold under their answers so that they are hidden from view.

Rotate the papers so that everyone has someone else's paper. Instruct students to answer the questions about the person whose name is at the top of the paper. Continue rotating the papers using columns C, D, and E.

Return the handouts to the original owners. Allow students a few minutes to compare the different responses.

Follow Up

Ask students the following questions:

1. Do others see you the way you see yourself?
2. Are you satisfied with the way others see you?
3. If others see you differently than the way you see yourself, why do you think they do? Is there a need for a change? What can you do about it?

Looking Ahead

Reiterate the idea that how we see ourselves and others is directly related to our values. Tell students that next week they are going to clarify their values.

Handout

How I See Myself/How Others See Me

Name ______________________

Code: Y = Yes, N = No, S = Sometimes, M = Maybe, P = Pass

A	B	C	D	E	
					1. likes to get the highest score on a test
					2. enjoys looking at a sunset
					3. puts things off
					4. will be affectionate with someone in public
					5. will try a new or unusual dish when eating out
					6. would enjoy an outdoor job
					7. is afraid to be alone in the dark at a strange place
					8. would steal apples from an orchard
					9. bites nails (or similar habit) when worried
					10. sees nothing wrong with smoking
					11. needs to be alone sometimes
					12. likes animals
					13. enjoys taking risks
					14. could turn a friend in for shoplifting
					15. takes a long time to get dressed
					16. teases others
					17. has to work for an allowance
					18. likes to smile
					19. could tell a friend she or he has bad breath
					20. would write a "Dear John" letter
					21. enjoys going to school
					22. wears a seatbelt when riding in a car
					23. would feel comfortable going to a party alone
					24. would give money to a homeless person
					25. approves of teens marrying right out of high school

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Supplemental Activity

My Own Coat of Arms

Purpose

To enhance self-concept

Materials

"My Own Coat of Arms" handout, colored pencils or felt pens

Present the Lesson

Distribute copies of the "My Own Coat of Arms" handout. Instruct students to create their own coat of arms by drawing and writing in the appropriate section of the shield as indicated by the numbers and instructions below. Encourage students to think carefully before beginning each section. They may use felt pens or colored pencils to make their shield more colorful.

Write these instructions on the chalkboard.

1. Draw a picture of a significant event in your life.
2. Draw a picture of a happy moment in your life.
3. Draw a picture of your greatest success or achievement.
4. Draw a picture of something you are good at.
5. Write three words others would use to describe you.
6. Draw something you are striving to become or be.
7. Make up a personal motto using three words.

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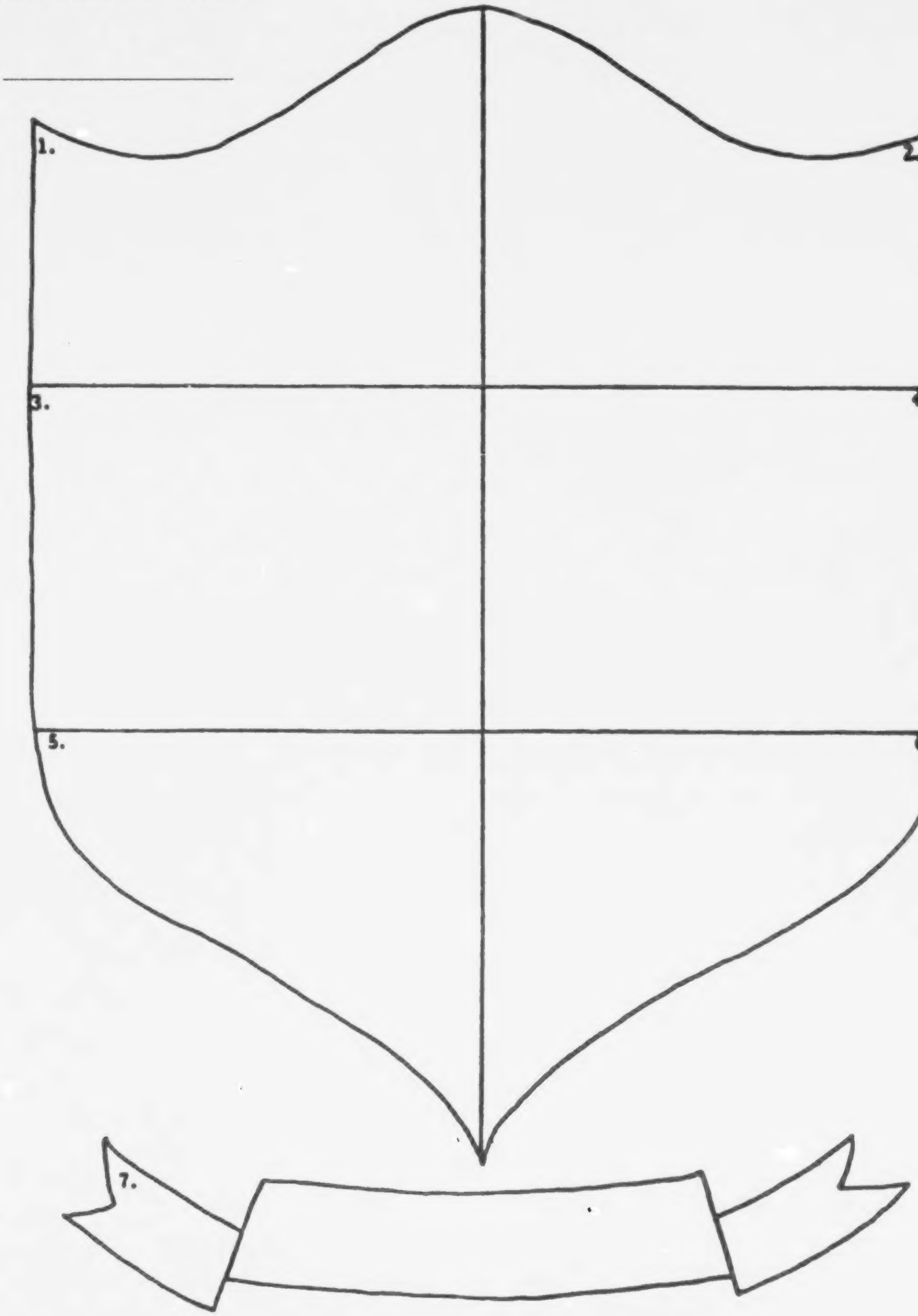
Handout

My Own Coat Of Arms

Name ____________________



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Supplemental Activity

My Personal Contract

Purpose

To make a written contract to enhance the likelihood of achieving a goal; to commit to a plan of action

Materials

"My Personal Contract" handout

Present the Lesson

Ask students the following questions:

1. How many of you make a list of New Year's resolutions each January?
2. How many of those goals do you achieve each year?
3. What does the cliché "Actions speak louder than words" mean?

Allow students a few minutes to decide on one or two *realistic* goals to work toward in the next two months. Distribute the "My Personal Contract" handout, and have students complete it by filling in the blanks. Instruct each student to decide who she or he would like to have "co-sign" the contract. Emphasize that the co-signer, in essence, is agreeing to support the student's efforts. Likewise, the student is "accountable" (define) to the co-signer.

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Handout

My Personal Contract

I, ________________________, am a happy, healthy, intelligent person who enhances others by being real and true to myself.

I, ________________________, am confident and trust in my ability to make responsible and correct decisions that produce success, happiness, and health for me and others.

It's perfectly all right for me, ________________________, to want and to achieve my own unique purpose and goals.

I, ________________________, hereby resolve to achieve the following:

____

____

____

I plan to achieve this by ____________________(date).

When I accomplish my goal, there will be the following celebration:

____

____

____
Signature Date

____
Signature of co-signer Date

Week 3: Values Clarification 1

Planning Guide

This planning guide alerts you to equipment, materials, special preparations, and/or personnel needed for this week's lessons, *in addition to* the handouts or other class materials for the week.

Lesson 12:	You may want to expand the lesson by researching the labor conditions that existed around 1913 and sharing the details with the class to shed further light on the values of Frances Perkins.
Lesson 13:	If the class did not do the "NASA Decision by Consensus" activity in lesson 7, duplicate the "Guidelines for Decision Making," and discuss them with the class.
Lesson 14:	3" x 5" cards (numbered according to the number of students in class)

Lesson 11

Purpose

To examine personal values; to recognize that not all people share the same values

Materials

Going Places notebooks, "Ground Rules for Values Exercises" handout

Introduce the Lesson

Write today's journal topic on the chalkboard.

List three things you value about yourself, and tell why.

Remind students that for the past two weeks they have been exploring how each of them is a unique, one-of-a-kind person. Tell students that today they will start examining their values, and that they will probably find that values differ from person to person.

Present the Lesson

Review the meaning of the term "values."

> "Values are the things in life that are important to you. For example, some people value time alone, to relax or read or think. Some people prefer to be with other people most of the time. There is no such thing as right or wrong answers when it comes to a person's values. You and I may share similar values, or we may hold very different values. Neither of us is right or wrong; we're just different.
>
> "Every day, each of us has to make decisions, and those decisions are based on our values. Whether to go to a place of worship, whether to spend the $20 gift we received on clothes or records, whether to tell our parents the truth about the party we went to on Friday night, and whether to stay home and watch television or go over to a friend's house are decisions based on our values. The problem for most of us is that we really haven't thought much about our values. While that may not matter much in small things, it does matter in important areas like our job, our family, and our health. For example, if I value fresh air and being outdoors, I probably shouldn't be a bank teller. If a healthy body is important to me, I probably wouldn't smoke cigarettes.
>
> "Unless you know what is important to you, it is very difficult to make decisions you feel comfortable with—both now and later in life. The following are some of the areas we all must make decisions about."

Write the following list on the chalkboard, and ask students to add to it:

religion
school
sex
leisure time
health
work
family
dress, hair style
friends
drugs
money
rules/authority
material possessions
alcohol

Continue the discussion with the following information:

> "Sometimes something happens that really makes an impact on us and clarifies our values. Candy Lightner, who started MADD (Mothers Against Drunk Drivers), is a good example. Her teenage daughter was killed by a drunk driver who was released from jail shortly thereafter. Lightner decided that the

laws were wrong and started a campaign against drunk drivers that spread nationwide. She believes that the value of life and safety is stronger and more important than the right of everyone to drive.

"Understanding what our values are can reduce some of the confusion and conflict we feel when making decisions. The process of being aware of our values is called 'values clarification.' We will concentrate on this process for the next week. But first, we have to set some ground rules."

Distribute the "Ground Rules for Values Exercises" handout, and go over it carefully with students. Clarify, as necessary. Explain (using the following statement) and conduct the values clarification activity.

> "This is an exercise to explore your values. Most likely you will find that others do not feel the same way you do on certain issues. In order to be successful in life, you have to be able to work with people who have values different from your own."

Tell students that you will be asking them ten questions that start with "How many of you . . .?" Students should use one of the following hand movements to respond to each question.

Very enthusiastic yes—raise hand and wave
Yes—raise hand
No—thumb down
Very strong no—thumb down and wave it up and down
No feeling/don't care to respond—fold arms

(Note: If you vote, it may be wise to wait a split second before giving a signal so students will not be influenced by your vote.)

Select ten questions from the following list (questions may be modified to suit your particular class), and read them to the students with the following starter statement: How many of you . . .

- enjoy watching movies?
- play a musical instrument?
- would like to change at least one thing about school?
- think that girls in the eighth grade are more mature than boys in the same grade?
- feel that people should be allowed to drive at age 14, with no restrictions?
- believe that capital punishment is a reasonable way to control crime?
- dream of becoming famous?
- watch TV more than three hours a day?
- have a close friend of another race?

- think students are losing respect for teachers?
- know the contents of your top dresser drawer?
- keep a journal or diary?
- use an alarm clock to wake up in the morning?
- think school attendance should be optional?
- get enough sleep at night?
- subscribe to a magazine?
- think there are times when cheating is justified?
- think most students feel free to talk with their teachers?
- think most students feel free to talk with their parents?
- would raise your children more strictly than you are raised?
- find it difficult to listen to people sometimes?
- have gone to the beach in the past year?
- are willing to admit when you are wrong?
- think tests should determine the major portion of a student's grade?
- think the drinking age should be lowered?
- would mind if your teacher were a sloppy dresser?

Follow Up

Ask students how they felt during the values clarification exercise. If appropriate, ask specific students how it felt to be in the minority. Point out that as students could see from the exercise, some of their values are shared by others in class, while some are not. Ask them how they feel about a value that does not agree with the value of a close friend and who has affected or influenced their values (family, friends, the media, church, books).

Looking Ahead

Tell students that at their next class meeting they will participate in an activity that may help them discover which of their values are the most important to them.

Handout

Ground Rules for Values Exercises

Name ______________________________

1. There are no right or wrong answers.
2. Every person's answer is the right answer for that person at that particular time. **Respect each other's right to have different values.**
3. Learn to trust your feelings.
4. Be honest in your answers. Do not give answers just to please your teachers or friends.
5. If you do not wish to share your reaction with others, you may pass.

Lesson 12

Purpose

To understand that values affect our decisions; to order the importance of specific values

Materials

"Success Story: Frances Perkins," "Ranking Our Values," and "Rank Order" handouts

Introduce the Lesson

Review the values-voting activity from yesterday, and tell students that today they will continue to explore how their values affect the decisions they make.

Present the Lesson

Distribute and discuss the "Success Story: Frances Perkins" handout.

Introduce the story by stating the following:

> "Yesterday, we talked about Candy Lightner, the founder of MADD, and how her values shaped her decision to do something about drunk drivers. Frances Perkins was another woman who was motivated to do something because of her values."

Select a student(s) to read aloud the handout. Ask students if they know why the improvement of working and housing conditions was important in 1913. Discuss briefly the labor conditions, such as sweat factories and child labor, that existed in the early 1900s. Use as examples the 54-hour work weeks, cramped conditions, windowless rooms, and so on that existed at many job sites. Tell students that

> "like Frances Perkins and Candy Lightner, each day we have to make choices. Some are minor, like making choices between what to watch on TV or what to wear to school, but some choices are major and can afffect the rest of our lives."

Ask students for other examples, such as, Should I drop out of school and join the service? Should I have a baby or not? Should I ride in this car with this driver who has been drinking?

> "The exercise we are going to do today will give you an opportunity to decide which of three choices is most important *according to your values*. The important point of this exercise is not whether you agree or disagree with some of your classmates, but rather that you begin to understand *why* you make the choices you do."

Distribute the "Ranking Our Values" handout. Go over the directions and have students complete the handout individually. Direct students to get into their cooperative groups and share their rankings with their teammates. Remind students that there are no wrong or right answers; it's okay to have different ideas and values. Emphasize that part of knowing who you are is knowing your values.

Follow Up

Select volunteers to share their rankings with the whole class.

Distribute and discuss the "Rank Order" handout, to be completed as homework.

Looking Ahead

Emphasize that learning to understand values is a process that continues throughout life. Point out that sometimes values change as a person goes through life.

Tell students that tomorrow they will get another chance to examine what they value.

Handout

Success Story: Frances Perkins (1880–1965)

Name ______________________________

When we clarify our values, we determine what is important to us. Often, significant events in our lives make an impact on our values and our values make an impact on the goals we pursue. That's what happened to Frances Perkins, one of this country's leading pioneers in the reform of working conditions and the first female member of a United States presidential cabinet.

As a young woman, Perkins worked to improve the housing conditions of the poor. In 1913, after witnessing a factory fire that killed 150 women and girls, Perkins dedicated herself to improving work safety standards, becoming an inspector for the state of New York. She became the first woman to be appointed to the New York State Industrial Commission in 1919 and became the chairperson of the commission in 1926. In 1933, Frances Perkins became head of the Department of Labor and the first woman to serve as a member of the president's cabinet.

Questions:

1. What were Frances Perkins' values?

2. How did her goals reflect those values?

3. Can you identify any relationships between your values and your goals?

Handout

Ranking Our Values

Name ______________________________

Directions: Carefully read each question and the three accompanying answers. Rank each answer 1, 2, or 3 according to your personal values regarding each situation.

1. On which do you think more money should be spent?

_____ moon shots
_____ slum clearance
_____ cure for cancer

2. If you suddenly inherited money and became a millionaire, would you . . .

_____ share your wealth through donations to charities, educational trust funds, and so on
_____ continue your life and activities as they are now
_____ really live it up

3. Which best describes the way you handle money?

_____ spend freely
_____ always look for bargains
_____ budget carefully

4. In which of these situations would you be most likely to take some action?

_____ a car is parked with its headlights on in broad daylight
_____ a dog has scared a kitten up a telephone pole
_____ some kids are trying to tie tin cans to the tail of a dog

5. Which would you least like to be?

_____ a deaf person
_____ an amputee
_____ a blind person

6. Which characteristics would you want most in a best friend?

_____ someone who will tell you that another friend isn't good enough for you
_____ someone who will listen to your problems
_____ someone who is aware of other people's needs

7. How would you break off a relationship with someone you've been dating steadily?

_____ by telephone
_____ by mail
_____ in person

8. Which would you prefer to give up if you had to?

_____ economic freedom
_____ religious freedom
_____ political freedom

9. If you needed help in your studies, whom would you probably go to?

_____ your friend
_____ your teacher
_____ your parent

10. Which of these problems do you think is the greatest threat in the near future?

_____ overpopulation
_____ nuclear war
_____ crime

11. What kind of wife/husband would bother you most?

_____ one who interrupts you
_____ one who spends too much money
_____ one who keeps a messy house

Handout

Rank Order

Name ______________________________

Directions: Carefully read the following questions and their accompanying answers. Rank each answer 1, 2, or 3 according to your personal values regarding each situation. Then ask a friend or any other student to rank the choices as you read them the questions. (Do not allow the other person to see your rankings until you have asked all of the questions.) *Do you and the other person have the same, similar, or different values?*

My Rank		Friend's Rank
	1. Which is the most important in a friendship?	
_____	loyalty	_____
_____	generosity	_____
_____	honesty	_____
	2. Which do you think is most harmful?	
_____	cigarettes	_____
_____	marijuana	_____
_____	alcohol	_____
	3. How late should a 13–14 year old be allowed to stay out on a weekend night?	
_____	10 P.M.	_____
_____	12 P.M.	_____
_____	it's up to him/her	_____
	4. If you were a parent, how late would you let your 14-year old stay out during the week?	
_____	6 P.M.	_____
_____	8 P.M.	_____
_____	it's up to her/him	_____
	5. Which would you least like to be?	
_____	very poor	_____
_____	always sick	_____
_____	disfigured	_____
	6. When you worry about your grade on a test, do you think about	
_____	your own response	_____
_____	your parents' response	_____
_____	getting into college	_____
	7. Which type of teacher do you most prefer?	
_____	strict in the classroom, but gives little homework	_____
_____	strict in the classroom and gives a lot of homework	_____
_____	easy-going in the classroom, but gives a lot of homework	_____

8. Pretend you are married and have a family. Your mother has died, and your father is old. What would you do?

_____ invite him to live in your home _____
_____ place him in a home for the aged _____
_____ get him an apartment for himself _____

9. If your parents were always arguing, which would you rather have them do?

_____ get divorced and have one of them leave home _____
_____ stay together and hide their feelings for the sake of the children _____
_____ get divorced and you live with a relative _____

10. If you were with your family in a boat that capsized far from shore and there was only one life preserver, would you

_____ save your husband/wife _____
_____ save one of your children _____
_____ save yourself _____

11. Who would you prefer to marry?

_____ a rich person _____
_____ a happy person _____
_____ a famous person _____

12. Which situation makes you the most angry?

_____ a teacher who treats you without respect _____
_____ a friend who won't listen to your side of an argument _____
_____ your parents telling you what to do _____

Lesson 13

Purpose

To examine values and the influences that create values

Materials

Going Places notebooks, the "Survival Game" handout

Introduce the Lesson

Write today's journal topic on the chalkboard:

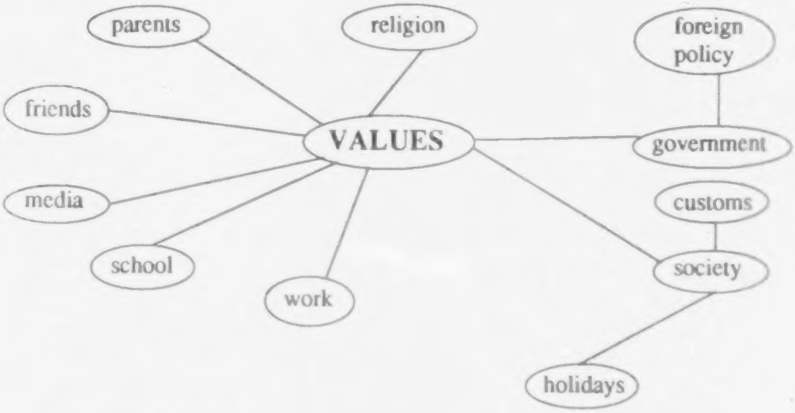
> What is an important event that you think changed your life? Explain what it changed for you.

Discuss briefly what students learned about values from their homework assignment, the "Rank Order" handout.

Tell students that as they examine their values, they should also be aware of how their values are formed—what things influence them to value certain things above others. Explain that today students will look at some of the influences that create values.

Present the Lesson

Ask students to name some of the things that influence the formation of values. Cluster student responses on the chalkboard.



Discuss how each item on the chalkboard influences the formation of values. (*Note:* The idea of being influenced by others may be offensive to some students. Point out that we all are influenced by the society in which we live, but that we each can make our own choices about these influences.)

Ask students why, if we are all Americans and live within this society, we are not all the same? Don't we have the same influences upon us?

Lead students in a discussion on free will, individuality, and the effects of different cultural backgrounds. Discuss which influences in the cluster are affected by our sex, race, or culture. Stress the importance of uniqueness. Remind students of the message in the film "One of a Kind."

> "Just as you are unique, others are unique. As we discuss values, you will find that others have different ideas. Remember, there is no right or wrong value.

Other students have just as much right as you to feel or think the way they do."

"Just because you feel a certain way now, does that mean your feelings will never change? For example, you may think it's all right to stay out late with your friends, but what if you become the parent of a thirteen year old who wants to do the same? Will your feelings change?"

Ask students how they felt when they discovered the truth about Santa Claus or other fairy tales. Point out that Candy Lightner and Frances Perkins were ordinary people until something happened in their lives that made them extraordinary. Select volunteers to share today's journal entry.

Divide students into their cooperative groups and distribute the "Survival Game" handout. (*Note:* If your class did the "NASA Decision by Consensus" activity in lesson 7, remind them of the group consensus guidelines. If not, go over those guidelines with them.) Remind students that group members must respect each other's values and come to a decision by consensus. Each group should be prepared to explain why they chose each person (in the activity) to remain in the shelter.

Follow Up

Have groups share their results of the "Survival Game." (*Note:* If some groups have not completed the game, allow time for them to complete it and discuss the activity tomorrow.) During the discussion, encourage students to examine biases they may have felt about the eleven people described in the game.

Looking Ahead

Tell students that tomorrow they will play an interesting game that will further clarify their values.

Handout

Survival Game

Name ______________________________

Eleven people are in an atomic bomb shelter. An atomic attack has occurred, and these people are the only known human beings alive in the world. It will take two weeks for the external radiation to drop to a safe survival level, but the food and supplies (including oxygen) can just barely sustain six people for two weeks. In brief, *a maximum of six people can survive.* Your group will have to decide which six people will stay in the shelter.

Here is all you know about the eleven people.

1. probation officer, 32 years old
2. young single woman, 18 years old and six months pregnant
3. militant, second-year medical student
4. college student in counseling
5. famous historian, author, 42 years old
6. Hollywood star, singer, dancer
7. biochemist, alcoholic for seven years
8. religious leader, 54 years old
9. high school football star, very athletic and popular
10. police officer with a gun (cannot be separated)
11. recent immigrant

Lesson 14

Purpose To identify values and take a stand on those values

Materials 3"x 5" cards (numbered according to number of students in class), the "Auction Catalog" handout

Introduce the Lesson Let students finish the "Survival Game" activity, if necessary. Discuss the results, emphasizing the concept of values shaping decision making.

Tell students that today they will be able to put their values into action.

Present the Lesson Lead a "values" auction. Explain the rules of the game:

a. Each student has $200 to spend.

b. Students can spend their money on a single item or on several items.

c. Bids must be in advances of $10 or more. (For example, if one person bids $50 the next bid must be $60 or more.)

d. Students who wish to bid on an item should raise their bidding number and call out the bid. The bid has to be acknowledged by the auctioneer to be valid.

e. The person with the highest bid wins that item.

f. Any disputes between bidders will be decided by the auctioneer.

g. Once the auctioneer says an item is sold, bidding for that item is over.

h. The record keeper writes down who bought each item and for how much.

Give each student a bidding number and the "Auction Catalog" handout. Allow students a few minutes to look over the "items" to be auctioned. Choose one person to be the auctioneer (may be the teacher) and one person to be the recorder. The recorder will keep track of all transactions that take place.

Begin play. The auctioneer reads off the first item, and bidding begins. Play continues until all the items have been "sold." The auctioneer should try to keep a rapid auctioneer's pace throughout the activity. It is a good idea to rephrase the wording on each item to make it more attractive to bidders.

Follow Up Follow up the "values" auction by asking selected students the following:

1. How did you decide what item(s) to bid on?
2. Did you change your mind about what you wanted during the auction? Why?
3. Were you surprised at what others bid on?
4. Did you ever feel like you opened yourself up to put-downs from the other bidders? How did you handle that feeling?

5. What did you learn about yourself and your values by playing this game?

Looking Ahead

Tell students that tomorrow they will select a project that will help them discover more about their values as well as the values of other people.

The "values" auction was suggested by the Telesis Peer Counseling Program. TELESIS Corporation, Inc. Used with permission.

Handout

Auction Catalog (Items to Be Auctioned)

Name ______________________________

1. to be able to do what I want to do
2. to have a happy family life
3. to be the world's greatest expert on something
4. to live to be 100
5. to feel free from worry
6. to have all the money I want
7. to accomplish whatever I set out to do
8. to be extremely intelligent
9. to always be successful
10. to be a great leader of people
11. to have a satisfying marriage
12. to live in a society that is free from discrimination
13. to be able to survive without money
14. to help other people
15. to have international fame and popularity
16. to have the time to do everything I want to do
17. to give love and affection
18. to be able to travel anywhere in the world
19. to have a complete private library
20. to have friends who understand and accept me

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21. to have the opportunity to influence other people

22. to be admired for my beauty or good looks

23. to have good health for the rest of my life

Lesson 15

Purpose

To review the week's lessons; to select a values project

Materials

Going Places notebooks, the "Values Projects" handout

Introduce the Lesson

Write today's journal topic on the chalkboard:

> What is an important value you learned you have?

Discuss the results of the values auction. Ask students if they think their choices would be different in a year, five years, ten years.

Present the Lesson

Review the importance of learning about one's values and the values of others. Remind students that understanding other people's values can aid in understanding what motivates them to do what they do. When we understand what motivates people, we can learn to work successfully with them.

Discuss the world trade situation, and how the global marketplace is affecting everyone. Point out that it is even more important to understand and learn to work with others now, since the world economies are increasingly interdependent. (For example, the United States is no longer the number one auto manufacturer or steel refiner; Japan is making cars that are exported all over the world. The United States buys Japanese cars and, in turn, sells large quantities of wheat to Russia.)

Distribute the "Values Projects" handout. Go over project choices, requirements, due dates, and guidelines. Allow students to get into their cooperative groups to decide on their project and begin work.

Follow Up

Tell students they will have two or three days next week to work on their projects.

Looking Ahead

Tell students that more attention will be given to values next week, and the class will be discussing the "gray" side of values.

Handout

Values Projects

Name________________________________

Cooperative Group ____

Group Members ________________________ ________________________

________________________ ________________________

________________________ ________________________

Project ____

Choose one of these projects.

- *Conduct a values survey.* As a group, create a survey that questions your classmates about their values. The survey should have at least ten items, be appropriate in content, and be approved by the teacher. Before administering the survey, predict how your classmates will answer it. Write down your predictions in paragraphs on a separate sheet of paper, then go survey! Each member of your group should survey at least five different people and write down their answers. The group should then compile all the answers, write a summary of their answers, and check to see if their predictions were correct. Be prepared to report the results and summary of your values survey on (date) ________________.

- *Prepare a report on values in different cultures.* Each group member must select a different culture and write a short report on one of their values, explaining what it is and why is exists. Group members may go to the library and ask the librarian for help. Each report should be accompanied by posters, pictures, or drawings. Collect everyone's report, organize them into a class presentation, and be prepared to share it with the class on (date) ________________.

- *Invent a new values exercise or game.* Since you have now been exposed to several different exercises and games about values, you should be able to think of others. Your group must create a new exercise or game for use in the class. The exercise should take about five minutes and help provide insight into your values and the values of others. Be sure to clear your exercise or game with the teacher, and be prepared to present it to the class on (date) ________________.

- *Use an original idea.* Write it below. Check it out with the teacher for approval. Be prepared to present your project to the class on (date) ________________.

Supplemental Activity

Perception Exercises

Purpose

To reinforce the point that like values, perceptions vary from person to person.

Materials

"Perception Exercises" 1, 2, and 3 handouts

Present the Lesson

(*Note:* You may use one or more of these exercises either as a separate lesson or as a part of this week's lessons.)

Define the word "perception." A good definition is

> "perception is the way in which we 'see' things. 'Seeing,' however, usually involves more than just our eyes. It also involves our attitudes and our values."

Pass out copies of the perception exercises handouts, one at a time, and discuss. "Perception Exercise 1" is a vase/face. Ask students what they see when they look at this picture. Have them write their answers on the bottom of the paper. Then ask for a show of hands of who saw the vase and who saw the profiles of the faces. Make sure all students are able to see the picture in both ways before proceeding. (*Note:* Students with figure-ground perception problems may have difficulty seeing the faces.)

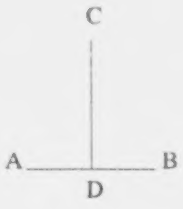
Have students repeat the same steps with "Perception Exercise 2" (young woman/old woman).

"Perception Exercise 3" (cube): Ask students if they are looking down at the cube or up at the cube. After the students answer, point out the fact that we can "see" a three-dimensional object, even though it is on a flat (two-dimensional) piece of paper.

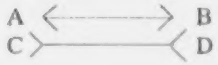
Before the students enter the classroom, draw the following diagrams on the chalkboard. Ask students the following questions:

1. Which line is longer, AB or CD?

   Have the class vote before giving the answer. (Both are the same length.)

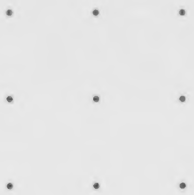


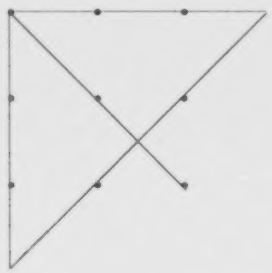
2. Which line is longer, AB or CD? (Again, both are the same.)



3. Who can connect the nine dots, using four straight lines?

   (After the students have tried, explain that the dots form a square, and it is difficult to change our perception of the square and see how to connect the dots in a different way.)





Relate perception exercises to values and different points of view, stating

"Just as you can see a side to these pictures you didn't see at first, you can learn to understand another person's point of view—or 'walk a mile in their shoes.' Let's use the situation below as an example.

"Your mother told you to be home at 3:00 P.M. to babysit your baby brother while she went to an appointment. On the way home, you found a little puppy wandering alone in the busy street. You picked him up and spent twenty minutes knocking on doors to find his owner, who happened to be a very worried little girl. As a result, you were twenty minutes late getting home, and your mother missed her bus.

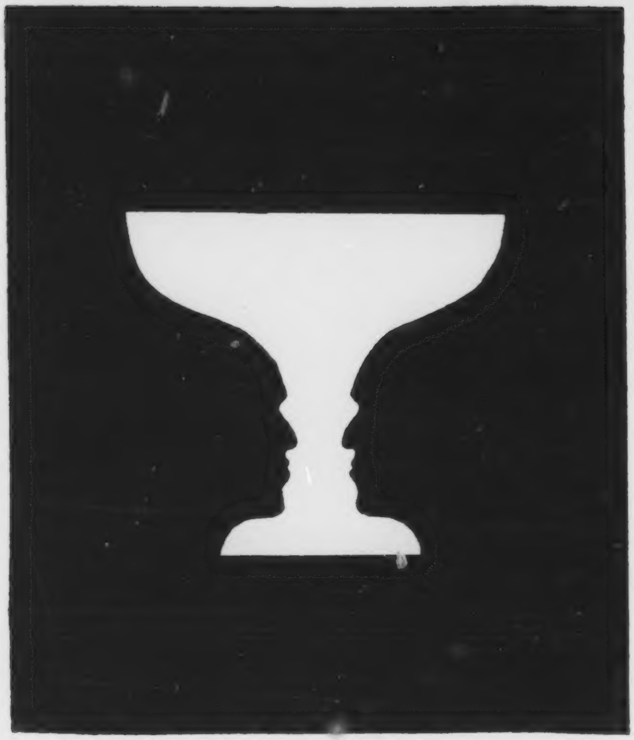
"How might each person involved perceive this situation? (Mother focuses on your disobedience; little girl who owns the puppy focuses on how helpful you were; you focus on saving the puppy.)

"How might you change your mother's perception of the situation? (By explaining to her your point of view)

"Your mother might also be able to suggest ways of handling the situation in the future that will help you get home on time. The important point is that each person must try to see the other person's point of view."

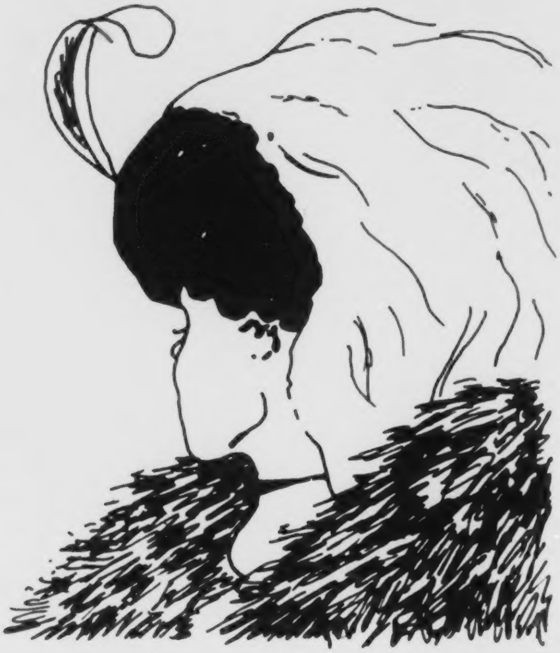
Handout

Perception Exercise 1



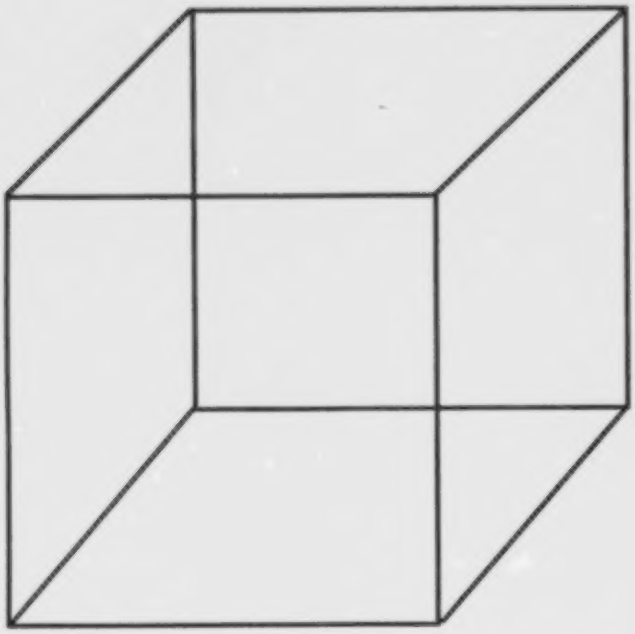
Handout

Perception Exercise 2



Handout

Perception Exercise 3



Supplemental Activity

Ten Things I Like to Do

Purpose

To become aware of the relationship between activities and values

Materials

"Ten Things I Like to Do" handout

Present the Lesson

Distribute copies of the "Ten Things I Like to Do" handout. Have students list ten things they like or enjoy doing. When they have done this, ask them to check the appropriate items using the key codes on the handout.

Follow Up

When students have finished the activity sheet, discuss the following questions:

1. What does your list look like?
2. Can you identify any patterns in the things you like to do?
3. Did you learn something new about yourself?
4. Is there something you would like to change? How might you go about making this change?
5. Are there some things you like to do that you have not done lately? Why? What could you do about this?

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Handout

Ten Things I Like to Do

Name ____________________________

In the spaces below, list ten things that you like to do (for example; dance, go to movies, go to the beach, eat ice cream, go camping, shop). When you are finished with your list, check the appropriate boxes using the key below (for example, if an activity you listed costs at least $5, put a check in the box marked $.) Do the same for the other boxes with each activity you listed.

Ten Things I Like to Do	$	A	P	R	5	D/A	M	F	X	B	T
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											

$ = This activity costs at least $5.
A = I like to do this activity alone.
P = I like to do this activity with other people.
R = This activity involves physical or emotional risk.
5 = This activity would not have been on my list five years ago.
D/A = This activity involves using drugs or alcohol.
M = My mother values this.
F = My father values this.
X = I would want a loved one to value this.
B = I would like to be better at this.
T = The last time I did this was . . .

Week 4: Values Clarification 2

Planning Guide

This planning guide alerts you to equipment, materials, special preparations, and/or personnel needed for this week's lessons, *in addition* to the handouts or other class materials for the week.

Lessons 17, 19, and 20: These lessons will be spent on the values projects begun last week. You may need to schedule library trips or assist students in obtaining the necessary materials to complete their projects.

Lesson 16

Purpose

To realize that most issues have some degree of ambiguity

Materials

"Values Continuum" handout

Introduce the Lesson

Write today's journal topic on the chalkboard.

Do you have complete control over your life? Why or why not?

Review briefly the major points about values covered last week. Reiterate the idea that over the years, some students' values will probably change and some won't. Point out it is even more likely that everyone will experience ambiguity, or uncertainty, about their values. Often issues are not black and white—right or wrong—but in-between, a kind of gray.

Present the Lesson

Write on the chalkboard "I have complete control over my life." Underneath that sentence write "Complete control ____________________ No control" with the continuum between the two phrases.

Ask each student, or selected students, where he/she stands on the issues written on the chalkboard. Direct students to state how much control they think is desirable and indicate where on the continuum they think they personally are. As students state where they are on the continuum, write their names on a line projecting from that place on the continuum. Include your opinion on the continuum.

Discuss reasons students placed themselves where they did on the continuum. Say to students,

> "As you can see, there are almost as many opinions on this question as people in the room. There will be issues in your life that you may not be able to decide about, things that you cannot absolutely say 'yes' or 'no' to every time. You may not feel strongly about certain things. It is important, however, that you understand *why* you feel the way you do about an issue."

Distribute the "Values Continuum" handout. Tell students that they will be looking at issues a little more closely, fine tuning as it were. You may wish to have students work in their cooperative groups or they can work as a whole class. If working in groups, students should discuss their choices once they finish with the handout, focusing on *why* they placed themselves where they did on each continuum.

Follow Up

Ask students how they felt while doing this exercise. Did others in their group express disagreement, surprise, or shock at their choices? How did that make them feel?

Looking Ahead

Tell students that how we feel about ourselves and others is sometimes a reflection of our values. Explain that students will be exploring that idea more with the values activities assigned for the next three days.

Handout

Values Continuum

Name ______________________________

1. How far would you go to be popular with your group?

do anything, including risking safety	do nothing at all

2. How much personal freedom do you have?

all decisions are made for you	complete freedom to choose for yourself

3. How much freedom do you want?

all decisions be made for you	complete freedom to choose for yourself

4. How do you feel about what you wear?

clothes don't matter to you	love clothes; you make a fashion statement

5. How do you feel about fighting?

avoid fights at all costs	will fight in a second about anything

6. How are you at making decisions?

completely unable to make decisions, even about little things	make lightning-fast decisions about everything

7. How do you feel about school?

would like to outlaw school	can't wait to go to school each day

8. How much do you talk to other people?

never	all the time, even when ill

9. How do you feel about seat belts?

wear them all the time	never wear them

10. How do you feel about divorce?

divorce is terrible	divorce is a nice convenience

11. How do you like teachers to relate to you?

let us do anything we want	very strict

12. What percentage of the time are you happy?

0%	100%

13. How do you feel about your school work?

worry about it a lot	couldn't care less

14. How do you feel about premarital sex?

not until marriage	permissive

15. How would you raise your child?

super-permissive — super-strict

____

16. How may friends do you need?

only one friend, yourself — want everyone to be a friend

____

17. How helpful are you to others?

never — always offer help, even when not wanted

____

18. How much do you watch TV?

never turn it off — never turn it on

____

Lesson 17

Purpose	To examine one's own values and the values of others; to learn to work cooperatively in a group
Materials	Going Places notebooks, materials to work on values projects
Introduce the Lesson	Review values continuum lesson and the notion of ambiguity. Tell students that the entire class period today will be spent on their values projects.
Present the Lesson	To work on values projects, direct students to break into their cooperative groups and continue organizing their values projects. Allow students to work on their projects for the entire period. Circulate and offer assistance where needed.
Follow Up	Ask students to evaluate how well they perceive the cooperative groups to be working. Offer suggestions for improvement, if appropriate.
Looking Ahead	Tell students they will have one more full period (the day after tomorrow) to complete their values projects and prepare for their class presentations. Also, that they can work on the values projects tomorrow, if they complete the other activities early.

Lesson 18

Purpose

To understand the process of discovering values

Materials

Going Places notebooks, "Process of Discovering Values" and "Success Story: Cesar E. Chavez" handouts

Introduce the Lesson

Write today's journal topic on the chalkboard and instruct students to express how this statement is true or not true, using what they know about values.

> As I think, I am. As I act, I become.

Discuss journal entries, encouraging volunteers to share. Reiterate the roles personal choice and free will play in creating values. Also, briefly go over the influences (family, friends, religion) that help create values.

Tell students that today they will look more closely into the process of discovering values.

Present the Lesson

Introduce the concept of discovering one's own values.

> "The process of discovering values is one you have used all your lives and will continue to use, just as forming values is a lifelong process. This handout will help make it clear that you *do* have a choice in your life and that you choose daily what you will think, and therefore what you will become."

Distribute the "Process of Discovering Values" handout. Go over handout, using examples to elaborate each point.

- *Choosing*. Point out that we all choose to be a certain way each day. No one forces us to be in a bad mood; no one makes us not do our homework. We all think about what would happen to us if we did, or did not, do something, and then we decide if it is worth the consequences. Have students share times they deliberately chose to do or not do something, knowing full well the consequences.
- *Prizing*. Stress that this is something that most of us don't do well. We tend to criticize ourselves rather than pat ourselves on the back. When we do something positive, we need to tell ourselves, "Good job! Nice work!" Maybe no one else will ever notice what we do or acknowledge it if they do notice it. We need to learn to appreciate ourselves.
- *Acting*. Explain that this is being true to oneself and not giving in to peer pressure. Ask if anyone has ever *acted* on a belief. Emphasize that this is probably the hardest area because it means "putting our money where our mouth is."

Distribute, read, and discuss the "Success Story: Cesar E. Chavez" handout. If time permits, have students complete the questions on the handout and discuss their answers as a class. If time is short, assign the questions as homework.

Follow Up

Have students write in their journals about a time they were faced with a decision that went against their beliefs. Tell them to express how they decided what to do and how they felt about their decision.

Allow students to work on their values projects if there is time left in the period.

Looking Ahead

Tell students that tomorrow they will have most of the period to work on their values projects. Remind them that they will be presenting their projects to the whole class beginning ____(date)____.

Handout

Process of Discovering Values (Values Clarification)

Name ______________________________

There are three major areas of behavior in values clarification: *choosing, prizing,* and *acting.*

Choosing One's Beliefs and Behaviors

a. Choosing freely
b. Choosing from alternatives
c. Choosing after considering the consequences

Prizing One's Beliefs and Behaviors

a. Prizing and cherishing
b. Publicly affirming, when appropriate

Acting on One's Beliefs

a. Taking action
b. Acting with commitment and consistency

Handout

Success Story: Cesar E. Chavez
(1927–)

Everyone has her or his own definition of success, but some people derive their greatest satisfaction from work that serves others. Mexican-American labor leader Cesar Chavez is one of those people.

Chavez knows the importance of making his efforts succeed. As the child of migrant workers, he attended more than thirty elementary schools, eventually dropping out in the seventh grade to work seven days a week picking grapes. He remembers begging for food for his family. He has lived with injustice, yet he believes in working for nonviolent change. In 1962, he established the National Farm Workers Association. In 1973, the union changed its name to the United Farm Workers of America (UFW).

Describing his lifelong work to benefit farm workers he said, "We are men and women who have suffered and endured much—not only because of our abject poverty, but because we have been kept poor. The color of our skins, the language of our cultural and native origins, the lack of formal education, the exclusion from the democratic process, the numbers of us slain in recent wars, all these burdens generation after generation have sought to demoralize us, to break our human spirit. But God knows that we are not beasts of burden, we are not agricultural implements or rented slaves, we are men. It is my deepest belief that only by giving our lives do we find life. I am convinced that the truest act of courage, the strongest act of manliness is to sacrifice ourselves for others in a totally nonviolent struggle for justice. To be a man is to suffer for others. God help us to be men."

Questions:

1. Do you agree with Chavez that it is important to sacrifice for others? Why or why not?

2. As you strive for success, are your actions going to benefit the lives of others? Why or why not?

3. What value do you see in the work farm laborers perform? What would happen if they didn't do this work?

4. Chavez refers to "the strongest act of manliness" as sacrificing yourself for the cause of justice. Do you think he includes women in this viewpoint? Would his meaning change if the word "humanity" were substituted for the word "manliness"? In what way?

Lesson 19

Purpose

To examine one's own values and the values of others; to learn to work cooperatively in a group.

Materials

Going Places notebooks, materials to work on values projects

Introduce the Lesson

Review the guidelines for the values projects, including dates for class presentations.

Present the Lesson

Tell students that today's class will be devoted to finishing their values projects. Encourage them to carefully prepare their class presentations and to practice them, if time permits. Circulate and assist groups as needed.

Follow Up

Check progress of cooperative groups. You may wish to have copies of the "Unique Me" handout available for those groups that complete their projects early. (This activity is included in the supplemental activities at the end of this week's lessons.)

Looking Ahead

Tell students that, if time permits, all cooperative groups will be making their values project presentations tomorrow. And if there is not enough time to complete the presentations tomorrow, they will continue the following day.

Lesson 20

Purpose

To present group projects

Materials

Going Places notebooks, materials for values projects

Introduce the Lesson

Write today's journal topic on the chalkboard.

> As you have been growing up, what messages have you received from your mother or other adult women about the following:
>
> success in school
> appearance
> marriage
> work
> children
>
> What messages have you received from your father or other adult men? Have the messages from your parents been any different for you than for a sibling (brother or sister) of a different sex?

Note: You may need to explain that "message" means verbal advice or comments as well as attitudes and examples. Examples are listed below.

> "When Sonia wears old sweats to school, her mother says 'You look like a bum. Ladies don't dress like that.' (verbal) Sonia's mother always wears a dress, nylons, and high heels." (example)
>
> "Raul told his mother he wants to be a baseball player when he grows up. 'Games are fine for boys,' his mother said, 'but when you're a man, you need a real job.' (verbal) 'Look at how hard your father works.'" (example)

Present the Lesson

Have groups share their values projects. Allow time for questions and discussion. If one class is not enough time to complete the presentations, continue into next class session.

Follow Up

Ask each group to share the *best* thing that happened in their group during the process of putting their project together. Ask them to share the thing that most hindered their group's progress. Ask what things they would change or do differently.

Looking Ahead

Point out that one of the most important elements in working successfully in a group is for group members to communicate clearly. Tell students that the next topic they will consider is communication.

Supplemental Activity

Team Boggle

Purpose

To increase ability to work as part of a team

Materials

"Team Boggle" handout

Present the Lesson

Divide students into their cooperative groups. Explain that this exercise is designed to promote working together as a team. Tell students that this is a timed exercise (you can adjust the time as you see fit, somewhere between three to five minutes).

Discuss the rules for "Team Boggle." The rules are listed below.

1. Each team member has ten seconds to contribute a word in turn.

2. A word must have its letters connected to the previous letter either by a side of the square or a corner. Draw an example on the chalkboard to show the possibilities for connecting letters.

Examples:

C	A	N	E
O	T	I	P
R	A	S	A

CANE	TAR
NINE (using N twice)	CAT
RAT	PIT
SIP	IT
SAP	AT

3. Each word is worth the *square* of the number of letters it contains. "A" is worth 1 point, but "IT" is worth 4 points (2^2 or 2 x 2) and "NINE" is worth 16 points (4^2 or 4 x 4).

4. The point of this exercise is to promote team cooperation. The goal is *not* which team scores the highest points, but rather which team works together the best.

5. Each team needs a recorder to write down words spelled out by team members.

Give each team a copy of the "Team Boggle" handout. To begin: Each team or individual rolls one die. The team with the higher letter in the alphabet begins the game. The first player places a word on the board, then the game proceeds with each player having ten seconds to contribute a word. Begin play, and time for three to five minutes.

Debrief the exercise. After announcing which group scored the highest (the "winning" team will probably push this), discuss what that team did to score so well.

Handout

Team Boggle

Name ______________________________

F	I	N	E	I
J	T	I	E	O
D	E	S	E	L
W	L	T	F	I
I	D	U	E	N

Rules: Each team member has ten seconds to spell a word. Each letter of the word must be connected to the previous letter, either by a side of a square or a corner.

Scoring: Each word is worth the square of the number of letters it contains (a one-letter word is worth one point, a two-letter word is worth four points, and a four-letter word is worth sixteen points).

Supplemental Activity

Unique Me

Purpose	To attain greater understanding of values in relation to physical identity
Materials	The "Unique Me" handout
Present the Lesson	Distribute copies of the "Unique Me" handout. Discuss the directions and have students complete the activity sheet in class or as homework. Discuss the activity sheet in cooperative groups.

Handout

Unique Me

Name ______________________________

Directions: For each of the items below, rank the alternatives in the order of your preference. Number 1 would be your first choice, number 3 your third choice.

1. What would you most like to improve?

_____ your facial features

_____ your body

_____ your hair

2. Which would be (or is) hardest for you to be?

_____ blind

_____ deaf

_____ unable to walk

3. What would you like to do most?

_____ play tennis

_____ play table games

_____ swim

4. Which would you rather be?

_____ taller

_____ shorter

_____ thinner

5. What age do you prefer?

_____ younger

_____ present

_____ older

6. What would you prefer to wear to school?

_____ dressy clothes

_____ grubby clothes

_____ no shoes

7. Which would you most like to change?

_____ your age

_____ your gender

_____ your race

Complete the following statements:

8. If I could speak another language, it would be ______________________________.

9. If I broke my leg, I would most miss ______________________________

______________________________.

10. If I could change my body, I would like to ______________________________

______________________________.

11. If I could be another age, I would want to be ____ because ______________________________

______________________________.

12. If I could wear anything I want to school, I would wear ______________________________

______________________________.

13. One reason I like being my race is ______________________________

______________________________.

14. One thing that makes me like a person right away is ______________________________

______________________________.

Do you think this is practical of you? ____ Why? ______________________________

______________________________.

Week 5: Introduction to Communication

Planning Guide

This planning guide alerts you to equipment, materials, special preparations, and/or personnel needed for this week's lessons, *in addition to* the handouts or other class materials for the week.

Lesson 21: Nonverbal communication messages, copied and cut into strips

Lesson 24: Clues from the "Bank Robbery Mystery" activity, copied and cut into strips

Lesson 21

Purpose

To understand the concept of communication

Materials

Going Places notebooks, nonverbal communication message strips (see handout)

Introduce the Lesson

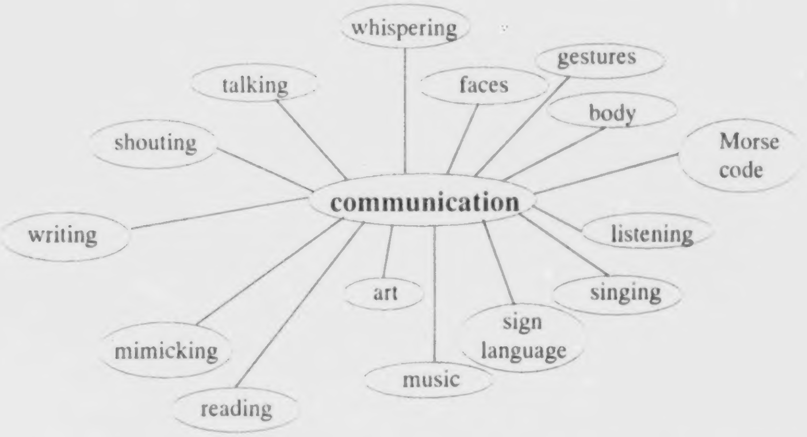
Review briefly what the cooperative groups shared about working together on their values projects.

Explain to students that often the main obstacle to overcome when working in group situations is maintaining clear communication. Tell students that this week they will be examining many methods and means of communicating with others.

Present the Lesson

Discuss the concept of communication. Encourage students to take notes since there will be weekly quizzes from this point on.

Cluster the word "communication" on the chalkboard (see diagram), branching out the students' ideas in bubbles.



Continue clustering as long as students continue to identify ways of communicating. Point out that there are over ten different definitions of the word "communication" in the dictionary. Have students come to a general agreement on the definition. (For example, the sharing or imparting of knowledge or information through speaking, gestures, body language, and written materials.) Write the definition on the chalkboard, and have students write it in their notebooks.

Tell students that there are two major categories, or types, of communication: verbal communication, which involves speaking and hearing, and nonverbal communication, which involves body language, facial movements, and gestures.

Conduct the nonverbal communication exercise. Tell students that in all communications between human beings, there is a sender and a receiver. Explain that in this exercise, their cooperative group will try to send a nonverbal message to the rest of the class.

Break into cooperative groups and give each group one of the nonverbal communication message strips. Instruct each group to communicate the message to the rest of the class, using body language, gestures, and facial expressions.

Talking, writing, and drawing are not allowed. Give groups a few minutes to work out their nonverbal messages, then have each group present its message to the class.

Follow Up

Ask students how they felt about the experience of expressing themselves nonverbally. Ask if it was difficult or easy to communicate without words. Why? Ask if they thought it would be harder to get their message across than it actually was.

Looking Ahead

Tell students that we often feel that verbal communication is clearer, easier, and more efficient than nonverbal communication. Tomorrow they will get a chance to experiment with that idea.

Handout

Nonverbal Communication Messages

Cut into strips and give one message to each group.

We are sorry we did not study for the test.

We appreciate your help with the ice cream sale.

We are nervous about the election results.

We are furious with the other team for cheating.

We would love to be on the television show.

We hope we pass the Going Places class.

We are depressed about the music selection for the dance.

Lesson 22

Purpose

To experience one-way and two-way communication; to recognize the importance of verbal and nonverbal communication in effective communication

Materials

Going Places notebooks, copy of the "Send a Diagram" A, B, C handouts

Introduce the Lesson

Review the definitions of "communication," "sender," and "receiver."

Have students vote on or discuss which is the most effective way to communicate, verbal or nonverbal. Then tell them that today they will *test* which type of communication is more effective.

Present the Lesson

Conduct the "Send a Diagram" activity. Select a student or ask for a volunteer who claims verbal virtuosity. Give her or him diagram A, and instruct her or him not to show the diagram to anyone. (Note: You can divide the class into two groups for this activity, if you wish.) Direct all other students to take out a piece of blank paper and a pencil. Instruct the volunteer to do the following:

> "Please describe diagram A as completely and clearly as possible so that the class can draw one exactly like it. You must face away from the class and keep your hands at your sides. Use verbal communication only. You may not answer any questions from the class."

Record the time it takes the class to complete the diagram. Discuss the activity:

How did the sender feel? How did the receivers feel?	(Typically, the sender will feel relatively confident, and the receivers will feel uncertain and frustrated.)

Explain that the students just experienced one-way communication. Further explain that one-way communication is appropriate when we want to be entertained. Watching TV or a movie is an example of one-way communication. We can't ask questions or talk back—only watch. Ask if they think one-way communication is a good way to communicate when they trying to learn or understand something?

Check students' diagrams against the original. Discuss whether the one-way communication was effective communication. Ask students what may have made it more effective.

Select a second volunteer and give him or her diagram B. Tell the volunteer that he or she should face the class and describe the diagram. He or she may not use his or her hands, but the class may ask questions and he or she may answer verbally.

Record the time it takes for the class to complete diagram B. Discuss the activity.

How did the sender feel? Why? How did the receivers feel? Why?	(Typically, the sender will feel less confident and more frustrated, and the receivers will feel more confident and less frustrated.)

Explain that the students just experienced two-way communication. In two-way communication, the sender receives a response, or feedback, to tell how effectively he or she has communicated. If the receiver responds in an unexpected way, the sender knows there has been a breakdown in communication. Check students' diagrams against the original. (When compared with the results of the one-way communication, it should be clear that the two-way communication takes longer, but the results are more accurate.)

Do the "Send a Diagram" activity a third time, using diagram C. Allow the sender to use nonverbal communication, such as hand gestures and signals (short of actually drawing the diagram for the class). Compare the results to the first two attempts. Discuss.

Follow Up

Why is communication important. Students should arrive at the following conclusions:

1. It is important in building and maintaining relationships among family and friends. All relationships suffer when people can't or won't communicate.
2. It leads to better self-understanding and strengthens self-image.
3. Good communication makes a person better able to counsel and assist others.

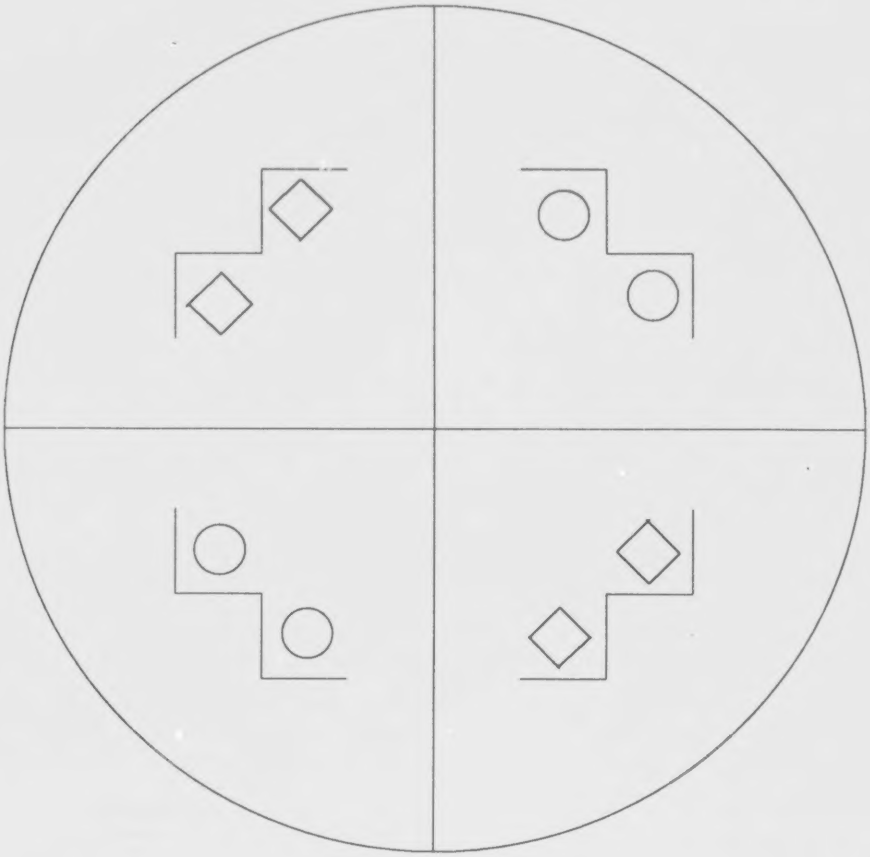
Looking Ahead

Reiterate that good communication consists of both expressing oneself and listening to another person expressing himself or herself. Emphasize that effective communication takes practice, and it is as important to practice listening as it is to practice expressing oneself. Tell students that tomorrow they will begin to work on their listening skills.

Handout

Send a Diagram A

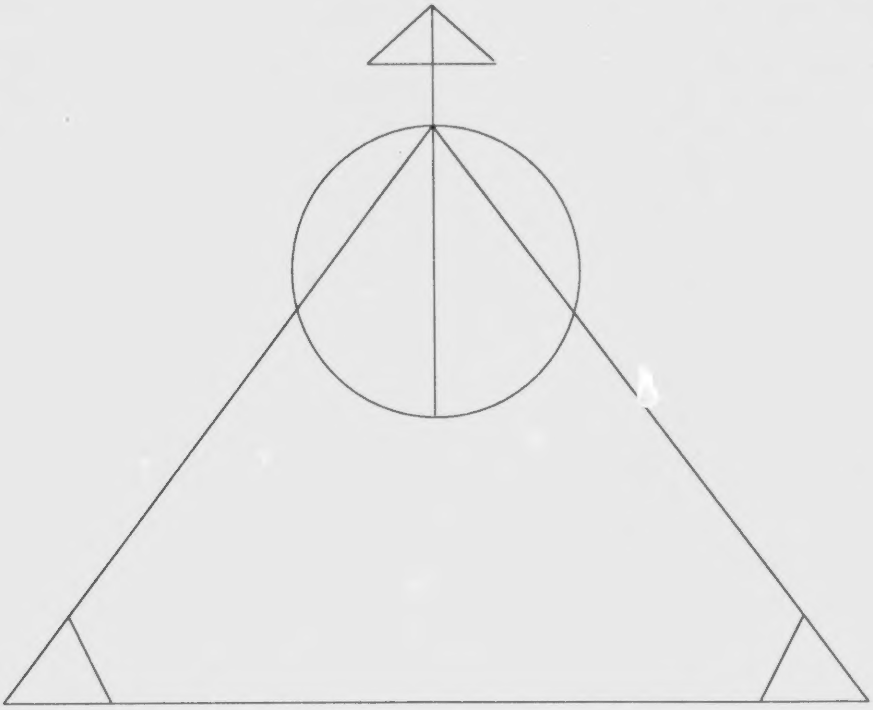
Name ______________________________



Handout

Send a Diagram B

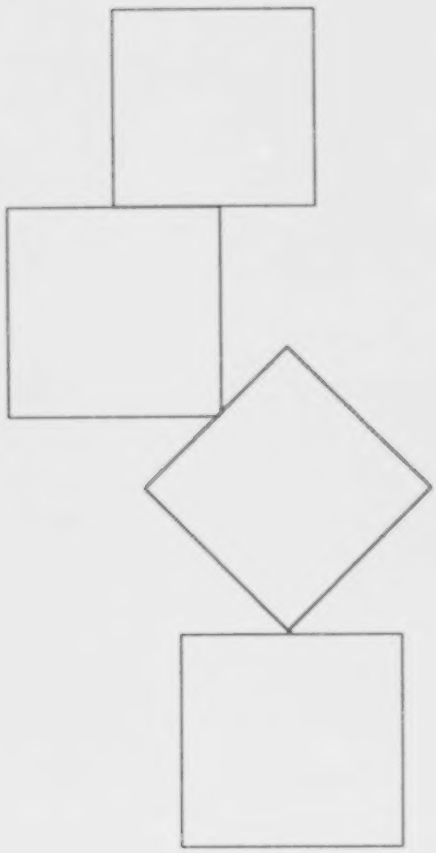
Name ______________________________



Handout

Send a Diagram C

Name ______________________________



Lesson 23

Purpose

To recognize that much of the time we do not hear others' messages, and they do not hear ours

Materials

Going Places notebooks, the "Is Anyone Really Listening?" and "How Am I?" handouts

Introduce the Lesson

Write today's journal topic on the chalkboard.

> Identify a person with whom you communicate well. Identify a person with whom you communicate poorly. What makes the difference between good communication and poor communication?

Select volunteers to share journal entries. Discuss the question. Tell students that for most of us, the difference between a good friend and a bad friend is the amount of listening they do. Ask students how much listening they do with their friends—not giving advice or thinking of what to say next while someone is talking, but really listening to exactly what that person has to say.

Present the Lesson

Introduce the story "Is Anyone Really Listening?" by saying "If you feel that no one ever really listens, this story is for you."

Distribute the "Is Anyone Really Listening?" handout, and read it aloud expressively. Have students answer the questions; then, discuss their answers as a class.

Follow Up

Distribute the "How Am I?" handout. Instruct students to complete the handout for homework. Tell students that the next time someone asks how they are, they should answer honestly or exaggerate, then watch the person's response. They should keep a record of their statements and people's responses on the handout and report to the class tomorrow.

Looking Ahead

Tell students that listening is an important skill to develop and can be a key to success. Tomorrow they will practice listening to each other as they work in groups. Whether they listen well or not will determine if they solve the mystery.

Handout

Is Anyone Really Listening?

Name ______________________________

Last week in the elevator of my mother's apartment house, a man asked her, "How are you?" Since Mother had just had two teeth pulled, she smiled and said, "Lousy, thank you." The man returned the smile and said, "That's nice." Mother suspected that he either had misunderstood her or that he enjoyed other people's suffering. Later the same day, she passed a woman who said, "How are you?" "I'm thinking of killing myself," said Mother. "Fine," said the woman. "Hope the family is well, too."

This second conversation gave Mother the kind of revelation that only scientists have known when discovering great truths. Because the man and woman weren't people who would have wanted to see Mother out of the way (neither is in her will), she reached a profound conclusion: If you are well enough to be talking, people assume you're in great shape, even if you tell them your appendix just burst.

Mother's experiment so inspired me that I have dedicated myself to continuing her work. Yesterday, I made real progress. "How are you?" asked a man in front of my house. "I'll be dead in a week," I said. "Glad to hear it. Take care now," he said.

I have decided that never is human communication so defeated as when someone asks casually about your condition. Someday, perhaps when I'm under a bus getting the last rites, I expect such a man to throw me a breezy, "How are you?" "As well as can be expected," I'll say.

"Good. And the kids?"

"The older one goes to prison tomorrow. The little one was lost on a Scout hike."

"Swell. The husband okay?"

"He ran away from home."

"Glad to hear it. You'll have to bring the whole family over for dinner one night soon."

Answer the following questions:

1. What is the problem dramatized by this story?

2. Is this a common problem in real life? Why?

3. Can you think of a time when someone responded to you without hearing what you said?

4. Are you ever guilty of not listening to what someone else is saying? Give some examples.

5. Do you ever "tune out" your teacher in class? What is the consequence of not listening during class time?

Handout

How Am I?

Name

Do people really listen to your response when they ask, "How are you?" Check and see with this experiment.

Think up some exaggerated or humorous replies to "How are you?" Try them out on five people who ask. Record their reactions or nonreactions below.

When they asked: How are you?

1. Your response

   Their reaction

2. Your response

   Their reaction

3. Your response

   Their reaction

4. Your response

   Their reaction

5. Your response ______________________________

____

Their reaction ______________________________

____

6. What have you learned from this experiment?

____

____

____

____

Lesson 24

Purpose

To understand the importance of communication in completing a group task

Materials

"Mystery Game Rules," "The Bank Robbery Mystery" clue strips handouts

Introduce the Lesson

Have students share the responses they received on the "How Am I?" handout assigned the previous day for homework. Discuss student answers to question 6. Tell students that the success of today's activity depends on how well group members listen to each other.

Present the Lesson

Conduct the "Mystery Game" activity. Divide students into their cooperative groups. Remind them that successful groups communicate clearly with each other. Tell each group to choose one person to be the group's leader and one person to be the recorder for the group. Inform students that their job is to solve a mystery. Each group member will be given several clues. By combining the clues, each group will find out which person or persons robbed the bank of one million dollars. Encourage students to use the skills they have learned about verbal communication and group organization to solve the mystery.

Distribute the "Mystery Game Rules" handout, and discuss the rules with students. Pass out the clues strips to each group, distributing an equal number of clues to each student in the group.

Allow the groups ample time to solve the mystery. (Mystery solution: The Ellingtons collaborated to rob the bank, Ms. Ellington supplying the front door key [borrowed from Mr. Greenbags] and Mr. Ellington supplying the dynamite. Greenbags had already left for Brazil when the robbery took place. Mr. Smith was in Dogwalk on the night of the robbery. Dirsey Flowers was at the home of Anastasia's parents. The Ellingtons were lying when they tried to implicate Smith. There was no evidence that Arthur Nodough was connected with the robbery in any way.)

Follow Up

Ask students the following questions:

1. How easy or difficult was the game? Why?
2. How long did it take to get organized?
3. What would have made solving the mystery easier?

Looking Ahead

Remind students that there will be a short quiz on communication tomorrow. If time permits, allow students to study for the quiz in their cooperative groups.

Handout

Mystery Game Rules

Name ______________________________

Mystery Game Rules

1. You must stay in your seat.
2. You may not pass around your clues.
3. All sharing of clues and ideas must be done verbally.
4. The only person who can write down clues or ideas is the recorder.
5. At any point during the game, you may ask the recorder to read back clues or ideas.
6. If you think you know the answer to the mystery, share it with the group. If the group agrees, have the leader check your answer with the teacher to see if it is correct.
7. If part of your answer is wrong, the teacher will not tell you which part. It's up to the group to figure that out.

Handout

The Bank Robbery Mystery

Teacher directions: Cut clues into strips. Prepare a set for each cooperative group.

The robbery was discovered at 8:00 A.M. on Friday, November 12. The bank had closed at 5:00 P.M. the previous day.

Ms. Margaret Ellington, a teller at the bank, discovered the robbery.

The vault of the bank had been blasted open by dynamite.

The president of the bank, Ms. Alice Greenbags, left before the robbery was discovered. She was arrested by authorities at the Mexico City airport at noon on Friday, November 12.

The president of the bank had been having trouble with her husband, who spent all of her money. She had frequently talked of leaving him.

Ms. Greenbags was the only person who had the key to the vault.

There were no planes out of Dogwalk between 4:00 P.M. and 7:00 A.M.

In addition to keeping payroll records, Mr. Ellington was in charge of the dynamite supplies of the Acme Construction Company.

Ms. Greenbag's half-brother, Arthur Nodough, had always been jealous of his sister.

Nodough appeared in Chicago on Monday, November 8, waving a lot of money.

Arthur Nodough always got drunk on Friday nights.

Arthur wanted to marry Camelia Smith.

When police tried to locate the janitor of the bank, Ellwood Smith, he had apparently disappeared.

Ms. Ellington said that Smith had often flirted with her.

Mr. Smith's father, a gold prospector in Alaska, had died in September.

Ms. Greenbags waited in the terminal at O'Hare Airport in Chicago for 16 hours because of engine trouble on the plane she was to take to Mexico City.

The front door of the bank had been opened with a key.

The only keys to the bank were held by the janitor and the president of the bank.

Ms. Ellington often borrowed the president's key to open the bank early when she had extra work to do.

A strange-looking person had been hanging around the bank on Thursday, November 11, watching employees and customers.

A substantial amount of dynamite had been stolen from the Acme Construction Company on Wednesday, November 10.

An Acme employee, Howard Ellington, said that a hippie had been hanging around the construction company on Wednesday afternoon.

The hippie-type character, whose name is Dirsey Flowers and who had recently dropped out of Southwest Arkansas State Teachers College, was found by police in East Birdwatch, about ten miles from Minnesota.

Dirsey Flowers was carrying $500 when police apprehended him and had thrown a package into the river as the police approached.

Anastasia Wallflower of East Birdwatch, Wisconsin, said that she had bought $500 worth of genuine Indian love beads from Dirsey Flowers for resale at her boutique in downtown East Birdwatch.

Ms. Ellington stated that her brother Howard, when strolling to Taylor's Diner for coffee about 11:00 P.M. on Thursday, November 11, had seen Mr. Smith running from the bank.

Mr. Smith was found by the F.B.I. in Dogwalk, Georgia, on November 12. He had arrived there via Southern Airlines Flight 414 at 5:00 P.M. on November 11.

- -

The airline clerk confirmed the time of Smith's arrival.

- -

Anastasia Wallflower told police that Dirsey Flowers had dinner with her and her parents on Thursday night, November 11, and spent the night in the spare bedroom of her parents' house.

- -

Lesson 25

Purpose

To review the main concepts of communication; to reinforce students' understanding of communication

Materials

Going Places notebooks, "Quiz: Communications" and "Success Story: Marian Anderson" handouts

Introduce the Lesson

Write today's journal entry on the chalkboard.

> Is there a person you "tune out"? Describe this person (no names), and state why you do not want to listen to him or her.

Remind students that they are taking a quiz today, and allow students the opportunity to study together for the quiz in their cooperative groups or by themselves.

Present the Lesson

Distribute the "Quiz: Communications" handout, and have students complete the quiz individually.

Have students correct their own quizzes or exchange papers and let other students correct them. Discuss answers as a class.

Distribute the "Success Story: Marian Anderson" handout. Remind students that the arts—singing, dancing, and painting—offer important forms of communication. Read the story aloud and discuss.

Follow Up

Ask students if they have any questions or concerns about the material covered this week. Discuss their concerns.

Looking Ahead

Tell students that now that they have learned the foundations of effective communications, they are ready to move on to an exercise about one of life's most important activities—goal setting.

Handout

Quiz: Communications

Name ______________________

1. Give a definition of communication.

2. What is the difference between verbal and nonverbal communication?

3. Give three examples of nonverbal communication.

4. Who is a "sender," and who is a "receiver"?

5. Communicate an idea or message to me **without words, writing, or speaking.** ***Remember,*** **no words, letters, writing, or speaking.**

Handout

Success Story: Marian Anderson
(1902–)

Name ______________________________

Often, to achieve continued success, a person has to overcome obstacles that get in the way. Doing so can lead to even greater success. This is what happened to Marian Anderson, the first African-American, solo singer to appear at the Metropolitan Opera House in New York City. Before her opera debut, Anderson toured all over the world, even in Russia, where she was recognized as an accomplished artist.

However, in 1939, when Anderson was scheduled to perform in Constitution Hall in Washington, D.C., an organization named the Daughters of the American Revolution (DAR) refused to let her appear, because of her race.

Fortunately, Eleanor Roosevelt, wife of then-president Franklin Roosevelt, was so outraged by the DAR actions that she resigned from the organization. Another concert was arranged for Anderson outdoors at the Lincoln Memorial. Seventy-five thousand people attended that concert to hear Anderson's beautiful voice and to make the statement that racism is unacceptable. This concert increased Anderson's recognition worldwide.

Questions:

1. How did Eleanor Roosevelt's actions communicate louder than words?

____

____

____

2. What were the 75,000 people saying by attending the concert?

____

____

____

Supplemental Activity

Nonlistening Styles

Purpose To identify and discuss nonlistening styles

Materials "Nonlistening Styles" handout

Present the Lesson Introduce the idea that people do not listen carefully for a variety of reasons.

> "Sometimes, people are preoccupied with their own thoughts. For example, if you are worried that you might be pregnant, you might not listen to me when I tell you about the movie I just saw.
>
> "Sometimes, people don't listen because there is something distracting in the environment. If there is laughing, shouting, or arguing coming from the classroom next door, you might pretend to be listening to me, while you are really listening to the noise next door.
>
> "Sometimes, people don't listen because of their own physical discomfort. If you have a bad toothache, you might be thinking how uncomfortable you are instead of listening to what your friend has to say about her problems with her parents."

Divide students into five groups (if class is large enough to do so). Distribute the "Nonlistening Styles" handout. Assign one nonlistening style from the activity sheet to each group. Give the groups five to ten minutes to create a situation or to develop a role-playing script that depicts their nonlistening style.

Instruct each group to read or role play their nonlistening situation while the rest of the class tries to identify which style they are describing. For each style, ask the students the following questions:

1. Can you think of a situation where you or someone else used this nonlistening style?
2. Is this nonlistening style ever appropriate? (For example, a parent with a six year old who talks constantly may occasionally have to resort to pseudolistening; a teacher trying to make an important point in a short period of time may have to be a stage hogger.) Stress, however, that although some of these styles may occasionally be appropriate, they generally do not make for good two-way communication.
3. Could someone using this nonlistening style paraphrase, or summarize, what the speaker is saying? Why?

Follow Up Encourage students to become more aware of their listening styles. (When do they really listen? When do they use a nonlistening style?)

Handout

Nonlistening Styles

Name ______________________________

Pseudolisteners	Give the appearance of listening, but have entered into their own little worlds.
Stage hoggers	Interested in expressing their ideas and not interested in hearing others' viewpoints.
Selective listeners	Respond to only parts of a conversation, rejecting any topics that do not immediately interest them.
Insulated listeners	Don't want their own views challenged so they avoid certain topics or promptly dismiss what has just been said.
Defensive listeners	Misinterpret comments or take statements as personal attacks.

Week 6: Introduction to Goal Setting

Planning Guide

This planning guide alerts you to equipment, materials, special preparations, and/or personnel needed for this week's lessons, *in addition to* the handouts or other class materials for the week.

Lesson 29: Strips of paper, 1 per student

Lesson 26

Purpose

To understand the concept of goal setting

Materials

Going Places notebooks, "Success Story: Agnes de Mille" and "My Goals" handouts

Introduce the Lesson

Congratulate students on their progress to date in the class. Highlight successful activities or special accomplishments.

Tell students that starting with today's lesson they will be discussing goals and goal setting. Ask students to begin to think about successful people and whether or not these people have goals.

Present the Lesson

Write the following quotation on the chalkboard:

> "The world is but canvas to our imagination."
> —Henry David Thoreau

Discuss the following questions with students:

1. What does the quotation mean?
2. How is an artist painting a picture on canvas similar to a person thinking about her or his life?
3. Do people have as much control over their "life picture" as an artist has when painting a picture? Why or why not?

Ask students to define the term "goal." Write their responses on the chalkboard. Discuss. Ask students if they have ever thought about their own goals—either short-term or long-term goals. Share with students a personal goal that you set for yourself at one time. Did you reach the goal? Why or why not? What did you do to help yourself reach your goal?

Read and discuss with students the following:

> "When he was fifteen years old, John Goddard made a list of goals for himself. The year was 1940, and the list he wrote contained 127 goals, some of them very unusual. For example, he wanted to explore the Nile River, climb Mt. Everest, swim in Lake Victoria, and type 50 w.p.m. The incredible thing about this list is that he has accomplished 107 of the original 127.
>
> Goddard has a philosophy of life: he believes that one must not postpone living. In other words, people must not put off doing things that they want to accomplish. That way, Goddard believes, they won't have to look back and wish they had their life to live over again. He is still going strong and working to complete his 127 goals."

Distribute the "Success Story: Agnes de Mille" handout. Read and discuss. Have students brainstorm good reasons for writing down goals. Write their reasons on the chalkboard. Stress that writing goals helps people see more clearly what they want in life and what actions they need to take to achieve success. Possible reasons for writing goals might include:

- Writing goals helps a person become aware of what is most important to him or her.
- Writing goals makes the goals clearer and gives a better sense of direction and purpose.
- Writing goals leads to better use of time because it improves decision making.
- Writing goals makes a person accountable to herself or himself and to others.

Distribute the "My Goals" handout. Encourage students to think for a moment about what they want in life—what is really important to them—and then write down at least ten goals. Tell them the following:

> "Start writing your goals. Put down everything you have ever wanted to be, everything you have wanted to do, every place you have ever wanted to go. There are no limits to this list. You don't have to be realistic or logical this time. Don't say 'I don't deserve it' or 'I can't' or 'I'll never be able to afford this.' If you want to climb Mt. Everest, put it down. If you want to own a sports car, put it down. In this activity, if you can imagine it, and you truly want to do it, put it down. Picturing yourself as you want to be is the first step in the goal-setting process."

Divide the students into their cooperative groups. Direct each student in the group to share his or her list of goals with the other group members. Tell students that they may choose to share all their goals *or* they may keep some of their goals private. Remind students that whatever another student has written is acceptable and that others' goals are not to be judged or made fun of. Allow students five to ten minutes to share their lists.

Follow Up

As a class, discuss the activity.

1. Was it easy or difficult to write goals?
2. Were you surprised at some of the goals other students had written?
3. Were there many people with the same goals as you?
4. Did you include some goals that you had never really thought about before?

Select volunteers to share their lists with the class.

Looking Ahead

Tell students that the next day they will use their lists of goals for another activity.

Handout

Success Story: Agnes de Mille (1905[?]-)

Name ______________________________

Sometimes there are influential people in our lives who disagree with our dreams and goals. But we shouldn't let the opinions of others stop us from reaching our goals. Agnes de Mille, one of America's greatest dance choreographers, had to overcome her parents' strict opposition to reach her life goal.

De Mille's father, William C. de Mille, was a successful playwright and her famous uncle, Cecil B. de Mille, was a Hollywood producer. So de Mille grew up in the entertainment world. When she was a child, she saw a famous Russian dancer named Pavlova perform. De Mille knew immediately that she, too, wanted to be a dancer. But her parents opposed her goal, and she had to resort to practicing secretly in her bedroom when she enrolled at a ballet school.

Fortunately, de Mille' s secret, hard work was eventually recognized. At the age of nineteen, de Mille made her Broadway debut. This debut was followed by a long career of choreographing for the American Ballet Theatre and many popular musicals. Her autobiography is entitled *Speak to Me, Dance with Me.*

Questions:

1. What was de Mille's life goal? What did she have to do to achieve it?

2. Do you get encouragement from members of your family for your goals?

3. Do you encourage others when they share their goals and dreams with you?

Handout

My Goals

Name ______________________________

Write at least ten personal goals. Put down everything you have ever wanted to be, everything you have wanted to do, and every place you have ever wanted to go. There are no limits on this list.

Lesson 27

Purpose

To understand the concept of prioritizing

Materials

"My Goals" handout from the previous lesson, copies of "Common Goals" handout (1 per cooperative group)

Introduce the Lesson

Review the meaning of the word "goal" from yesterday's lesson. Tell students that today they will learn to prioritize their goals. Ask students to define the word "prioritize." Write the definition on the chalkboard.

Present the Lesson

Discuss the concept of prioritizing. State that

> "it is not always possible to do everything that we want to do in the time we have to do it. One way to achieve more in a shorter period of time is to *prioritize* what is most important. For example, if you have math, social studies, and English homework you may decide that the math is the most important at this time. Math is the higher priority, so you will do it first. Or, you may decide that because there is a test in social studies tomorrow, the social studies homework is the most important, and you need to do it first."

Ask students to remember a time when they prioritized something. Discuss.

Direct students to prioritize their goals. Have them take out their lists of goals ("My Goals" handout from the previous lesson). Allow students to add any additional goals that they may have thought of to their lists.

Have them look over their lists of goals, and mark the *one* goal that is most important to them. Tell students that they have just started to prioritize their lists of goals. Ask them why that one goal is the most important. Have students prioritize the remainder of their lists.

Divide students into their cooperative groups, and have them share their prioritized lists of goals. Write the following questions on the chalkboard, and have students respond to them in their groups:

1. Why did you prioritize in the order you did?
2. What factors affected your prioritizing—money, education, time, or some other factor?
3. Did you decide to leave off any of your original goals? Why?
4. Did you add any goals to your original list? Why?

After discussing the questions, distribute to each group one copy of the "Common Goals" handout. Have students in each group cooperatively complete the handout by comparing their goal lists to see what goals they have in common. Instruct each group to select one student to report the information to the class.

Have student reporters share their groups' common goals. (You may wish to record the goals on the chalkboard.)

Follow Up

Instruct students to write down one goal that they would like to accomplish within the upcoming week (for example, finish all their homework, study for a test, get a better grade on a test, say "hello" to one adult on campus, or get to class on time). Have students write their goal using the following format:

I, ______________________________ will ________________________
(Name) (Goal Statement)

________________________________ by__________________________.
(Date—a Week from Today)

____
(Signature)

Have students keep their goal statements in their notebooks. Remind them to look at the statements at least once a day to remind themselves what they are working toward.

Looking Ahead

Tell students that tomorrow they will learn how to write their goals in very specific ways that are aimed at enhancing the chances of reaching their goals.

Handout

Common Goals

Group Members ____________________

____

____

____

____

____

Below is a list of our common (same) goals.

Below are some of our common reasons for prioritizing our goals.

Lesson 28

Purpose

To refine goals

Materials

"Risk Takers" and "Goal Statements" handouts

Introduce the Lesson

Briefly review the short-term goal each student wrote down during the previous lesson. Have students discuss what they have done so far toward accomplishing that goal.

Remind students of the definitions of "goal" and "prioritize." Have students write two sentences using these words correctly. (As students are writing, circulate, and spot check the sentences. Help students who appear to be having difficulty.) Have several students share their sentences with the class.

Tell students that today they will look more closely at their personal goals in an attempt to refine them, so that they will be more likely to achieve the goals they have set for themselves.

Present the Lesson

Discuss reasons people often don't set goals.

> "Why do you think some people don't want to set goals for themselves?" (Possible answers include they don't know how; they don't think they need them; they don't think about goals; if they fail to reach a goal, they'll feel bad; goals are too hard to achieve.)

Discuss the risks involved in setting goals. Tell students that

> "in order to achieve our goals, we sometimes have to risk failure. Sometimes, we have to risk being embarrassed in front of our peers, risk losing money, even risk our reputations. Let's consider some famous risk takers."

Distribute the "Risk Takers" handout. Select students to read about the two people on the handout. Then ask students the following questions:

1. What do Sugar Ray Leonard and Ramona Acosta Banuelos have in common? (They believed in themselves, and pursued their goals. Whether they were conscious of it or not, they visualized their success; they kept going in spite of setbacks.) Do you agree that the risks both took were good risks?

2. Are all risks physical? What other types of risks might people take in pursuit of their goals? (fear of embarrassment, disapproval of friends and family, financial loss, the possibility of failure)

3. Can you think of other examples of risk takers—people who have taken risks to reach their goals? (Jeana Yaeger and Dick Rutan, who made the first nonstop, nonrefueled flight around the world, risked their time, money, reputation, and possibly their lives. Agnes de Mille, from lesson 26).

4. Have you personally known any risk takers? Why is it important to pursue your goals despite the risks?

5. What would life be like if you never took risks?

Briefly, have students review the reasons we need to write goals. Explain guidelines for writing goals (on the chalkboard).

1. Goals should be written in positive, as opposed to negative, language.

   Negative goal: I will not be late.
   Positive goal: I will get to class on time.

   Negative goal: I will never be unemployed.
   Positive goal: I will always have a job.

2. The more specific goals are, the better the chance for success. For example, "I want to be happy" would work better if it were broken down into smaller parts. What would make you happy? "I want to be successful" is less helpful than what you want to accomplish to be successful.

   General goal: I will always have a job.
   Specific goal: I will get a job as a bank teller and eventually be promoted to bank manager.

Distribute the "Goal Statements" handout.

1. Go over handout, emphasizing the idea that goals are guidelines, not absolutes. Although they should be specific, goals can change as a person's life changes.
2. Instruct students to review their prioritized lists of goals from the previous day, and have them rewrite their goals on the "Goal Statements" handout in positive and specific terms.

Follow Up

Ask students to volunteer to share some of their goals and the risks they are willing to take to achieve their goals.

Looking Ahead

Remind students to review their short-term goal. Encourage students to keep working on accomplishing that goal. Tell students that tomorrow they will continue to learn ways to become better goal setters.

Handout

Risk Takers

Name ______________________________

Sugar Ray Leonard endured much pain and took many risks to become a welterweight and then a middleweight boxing champion. He came from a poor neighborhood in Maryland and became a father when he was still in his teens. He worked to support his child, but he still found time to train as a boxer. He went on to win an Olympic gold medal. After the Olympics, Sugar Ray turned professional and won fight after fight. There was only one great fighter he had not yet beaten—Marvin Hagler—and that fight was scheduled. Then, in 1982, Leonard had an operation for a detached retina in his left eye. Rather than risk losing his eyesight, he decided to retire while he was still a respected and very popular boxing champion.

Four years later, Sugar Ray came out of retirement. He felt he had to beat Hagler, even with the risk that his retina could break away again and he would lose his eyesight. Leonard had to train hard to make up for his four years of retirement. Before the fight, Hagler said, "When I get through with him, he probably won't talk no more, might not see no more, and might not even walk no more. I like to mess up pretty faces." In 1987, Sugar Ray Leonard defied the odds, fought Hagler, and won.

Ramona Acosta Banuelos was born in Mexico. When she was eighteen, and alone with two children, she risked moving to the United States. She found a job in a Texas laundry for $1 a day. Working in a laundry wasn't her goal in life, however, so she took another risk. With only $77 in her pocket, she moved to California with her children and got a better job. She saved money until she had enough to buy a one-room tortilla factory. After much work she turned the small factory into a $5 million business.

Ramona Acosta Banuelos never listened to people who told her she wasn't qualified or couldn't make it in business. She continued to follow her dreams. She established the first bank to serve the East Los Angeles Mexican-American community. In 1971, President Richard Nixon appointed her the thirty-fourth treasurer of the United States.

Handout

Goal Statements

Name ______________________

A goal should be

- a statement of a result you want to achieve
- written in positive language
- specific

1. ______________________

2. ______________________

3. ______________________

4. ______________________

5. ______________________

6. ______________________

7. ______________________

8. ______________________

9. ______________________

10. ____

____

Lesson 29

Purpose

To develop an action plan to meet a goal

Materials

Strips of paper (one per student), "Goal Statements" handout from previous lesson, copies of the "Developing an Action Plan" handout at end of this lesson (2 or 3 per group)

Introduce the Lesson

Review with students the three guidelines for writing goals. Tell students that today's lesson is going to help them meet their goals.

Present the Lesson

Introduce the concept of an action plan.

> "Sometimes a goal can seem overwhelming, even impossible to reach. But everyone in this classroom has already accomplished incredible things. Learning to read is quite an accomplishment, for example. Learning to read is an extremely difficult task. But it becomes possible because you break it up into small parts. First you learn to recognize the letters of the alphabet, then you combine them into small words, then you put the words into simple sentences. Each day you learn a little more—harder words, more complex sentences—and eventually you can pick up a newspaper or a magazine and read any article you want to read. Learning to walk is another example of accomplishing incredible things. How many of you have watched a baby learning to walk? What is the first thing the baby learns? What next? (To stand, to balance without holding on, to walk a few steps holding on to someone's hand, to take a step alone, to walk a short distance between two objects, to walk a longer distance.)
>
> "Therefore, goals start to seem possible when they are broken down into the steps you need to take to accomplish them. These steps, or *objectives*, make up your action plan."

Explain how to write objectives.

> "Like goals themselves, objectives need to be as specific as possible. When you write an objective, ask yourself three questions (write on chalkboard):
>
> What will be different? by how much? by when?
>
> "For example, say your goal is to get a part-time job this summer. An objective, or action step, like 'look for a job' won't help you much. It doesn't give you enough information to get you started.
>
> "A better objective for that goal might be (write on chalkboard):
>
> To pick up three job applications by the end of next week
>
> "What action will you take? (Underline that part of the sentence.) How much? (Put a triangle around the number.) By when? (Circle the phrase.)
>
> "Your objectives should be small, realistic steps toward your goal. Trying to take steps that are too big will frustrate or discourage you, and then you may want to quit. So give yourself a break and remember—*one step at a time.* That's the only way anyone has ever accomplished anything."

Follow Up

Practice writing objectives: Give each student a strip of paper. Instruct students to write one of their goals on the paper and pass their papers to the front of the class. Divide the class into cooperative groups. Give each group two or three goals and an equal number of copies of the "Developing an Action Plan" handout. Instruct each group to develop an action plan (a series of objectives) someone might use to reach each goal. Have each group present at least one of their action plans to the class. Review the objectives to see that they are specific and positive. Take suggestions from the class to improve each action plan.

Looking Ahead

Tell students that tomorrow's quiz will be a review of the week. Encourage students to review the definitions of "goal" and "prioritize," the three guidelines regarding goals, and the three questions to answer when writing objectives for goals.

Handout

Developing an Action Plan

Name ________________________

Group Members ________________________

Write the goal.

Write the steps of the action plan. (Remember to be specific—What will be different? by how much? by when?)

Lesson 30

Purpose

To review lessons 26–29

Materials

Going Places notebooks, "Quiz: Goals and Action Plans" handout

Introduce the Lesson

Have students get into their cooperative groups and take five minutes to review the material from the previous lessons. Instruct students to clear their desks and prepare to work independently on the quiz.

Present the Lesson

Distribute the "Quiz: Goals and Action Plans" handout, and have students work individually. Allow time for all students to complete the quiz. Have students exchange papers. Correct the quiz as a class. Discuss answers, as appropriate. (*Note:* You may wish to record student grades as a quiz grade *or* as classwork.)

Follow Up

Have students summarize in their journals what they have learned this week. Encourage students to write in complete sentences and to summarize clearly so the material can be used for study purposes later on.

Choose one of the supplemental activities, if time permits.

Looking Ahead

Tell students that they will continue to practice writing action plans for their goals. Remind students to review their short-term goal on a daily basis, even on the weekend. Ask them to think of the action plan steps they should be following to meet this goal.

Handout

Quiz: Goals and Action Plans

Name ______________________________

1. Write the definition of *goal.*

2. Write the definition of *prioritize.*

3. What are the three parts of an objective?

   a. ______________________________

   b. ______________________________

   c. ______________________________

4. What are the guidelines to be followed when writing goals?

   a. ______________________________

   b. ______________________________

   c. ______________________________

5. Write an example of a goal.

Supplemental Activity

Visualization Exercises

Note: With the exception of the "Envision Your Life" activity, the following visualization exercises are also incorporated into two lessons for week 9. If you wish to use the relaxation and visualization techniques, introduce them in week 6 and continue to develop and practice them in week 9. If you do not wish to use these techniques, week 6 is complete in itself, and week 9 can focus on reviewing and evaluating the curriculum and on goal setting.

Purpose

To become familiar with visualization and relaxation techniques as a tool for setting and accomplishing goals

Materials

"Visualization Guidelines" handout

Present the Lesson

Introduce visualization and discuss the process.

> "Visualization is a simple, yet powerful tool. It is used by athletes, business people, performers—people in all walks of life. It's like a movie of the mind—an inner rehearsal for what you want to accomplish."

Distribute the "Life Is Like a Motion Picture" handout. Read it aloud as students follow along silently. Explain that visualization can be used in two ways: to help you decide what you want and to help you achieve what you want. Share the example of Dwight Stones, an Olympic high jumper, who uses visualization before every jump he makes. He stands on the track and reviews in his mind every step he takes up to the high jump. He imagines lifting himself off the ground at just the right moment, clearing the bar successfully, and landing perfectly on the other side. Only after he has visualized every moment of his jump does he actually begin his run toward the bar.

Tell students that they, too, use visualization. Give the example of imagining passing a test, seeing the passing grade on the paper, even feeling happy at successfully accomplishing their goal. Say,

> "It may sound difficult, but, in fact, it is something you already know how to do. You do it every time you remember something, every time you think of someone, every time you daydream. Visualization is like focused daydreaming—daydreaming for a purpose. It is a skill everyone possesses, but it is up to each person to develop it and use it constructively."

Discuss the limitations of visualization.

> "Does visualizing something mean that it will automatically happen? No. It is not likely that someone who visualizes passing a test, but never studies, will actually pass the test. But someone who truly wants to pass the test and studies will.

"If you are four feet, eleven inches tall, with blond hair and blue eyes, will visualization help you look like Grace Jones? It may help you become stronger and develop a more forceful personality, but it won't make you an African American.

"What if one of your goals is to earn $50,000 a year? Visualizing a lifestyle based on $50,000 a year won't cause the money to fall out of the sky. But if earning a good income is your goal, you are more likely to take the necessary steps to find a job that pays that much money and take advantage of opportunities that come your way.

"Visualization is a way of 'practicing in advance.' When you tell your mind what you want to do, it stores the information, to be available later to help you make decisions and perform to the best of your abilities."

Pass out the "Visualization Guidelines" handout, and discuss it with the class.

Conduct the visualization exercises. Explain the importance of proper breathing during visualization.

"Before you begin to visualize, it is important to know how to relax. Many people, including athletes preparing for a game or an event, concentrate on their breathing as a relaxation technique. They breathe slowly and deeply, counting each breath and blocking out negative thoughts (such as 'I'm going to strike out' or 'I'll never win this race'). By paying attention to our breathing, we can shift our awareness from the world around us to inside of us. It's what coaches mean when they say, 'Stay within yourself.'

"Let's practice. Sit in a comfortable position with both feet flat on the floor. Put your hands in your lap or rest them on top of your desk. Close your eyes. Now breathe in slowly through your nose and out through your mouth. Let the tension in your body drain out as you exhale. As you breathe in, count 'one' silently to yourself. As you breathe out, let your whole body relax. As you breathe in again, count 'two.' Breathe out.

"As you count from one to ten, you may want to see how relaxed you can become. See if you can shift your attention from outside yourself to inside yourself. Check again to make sure you're in a comfortable position. Inhale . . . one. (Continue to ten, reminding the students occasionally to relax and breathe deeply.)

"Keep your eyes closed. That's very good for the first time. Those of you who choose to do so can use this technique any time you want to calm yourself and focus your attention—such as before a test, before a game or a contest, or before doing anything that is important to you."

Explain the concept of progressive relaxation.

"Now we are going to go straight into another widely used technique for relaxation. This technique is also very simple. It involves tensing your muscles and then relaxing them to release the tension.

"Begin with your hands and arms. Make a fist with one hand; tighten the muscles and feel the tension. Take a deep breath and focus on the tension in your fist. It may seem like all the tension in your whole body has flowed to your fist. Now breathe out slowly, and relax the muscles of your hand. It may feel like the tension is flowing out of your hand, like smoke blowing away in the breeze, or like water flowing out of a dam.

"Now, keep your hand relaxed and tighten the muscles in your arm."

Repeat the progressive relaxation process with the following muscle groups, guiding the students with a dialogue similar to that used above.

legs and feet
back, shoulders, and neck
stomach (abdominal muscles)
buttocks
face

Begin visualizing exercises.

"Now you are ready to begin visualizing. Visualization is a tool that helps you find ways to make your dreams turn into goals and your goals into reality. Nothing is too big or too small to visualize. Saying 'hello' to someone you want to meet or riding the space shuttle are equally good subjects for your 'movie of the mind.' As with any skill, your ability to visualize improves with practice. Let's flex our imagination muscles with a couple of exercises. (Draw a circle, a square, and a triangle on the chalkboard.)

"Look at one of these shapes—the square, the circle, or the triangle—for 10–15 seconds. Now shut your eyes, and recreate a mental picture of the shape you were looking at.

"How did you do? Pick a different shape, and try again. This time, try to give the shape a color. (Repeat the process.)

(In addition to, or in place of, visualizing a room, have students visualize a place where they feel relaxed and secure. Tell them that if they don't have such a place, they can create an ideal place in their minds.)

"Now let's try something a little more complex. Take out a piece of paper. Pick a room in your house, a room where you spend a lot of time, and preferably a room where you feel comfortable. If you prefer, you can make up a room. Now write down everything you can think of about that room: its size, the color of the walls, the kind of furniture in it, the way the furniture is arranged, and so on. Think about textures, too. How does the upholstery feel or the chairs or the wooden floor or the rug? What does the room smell like? Is there soup on the stove or a scent from a vase of flowers or the smell of car exhaust blowing in through the window or the smell of cut grass? Can you hear music from a record player or the refrigerator humming or someone running a vacuum cleaner in the next room or kids playing on the sidewalk outside?

"Take a minute and complete your list, remembering to use as many of your senses as you can. Now close your eyes. Imagine yourself walking into the room. What does it look like? Look at each object of furniture, its color, its texture, its placement in the room. Are there any smells in the room? Is it cold or warm? Is it stuffy? Pick an object in the room and walk over to it. Reach out and touch it. What does it feel like? How does this room make you feel? trapped? secure? If it's the kitchen, maybe it makes you feel hungry. Take a moment now and explore the room further, noticing everything you might not have noticed yet. (Allow one to three minutes.) When you are through, open your eyes.

"How did you do? Not everyone visualizes in the same way. Some people's movies are in technicolor, others' are in black and white. Some

> visions are sharp and clear; some are fuzzy. Some people sort of 'sense' an object, more of an impression than a clear picture. Others experience things as they do in real life. If you didn't feel you were very successful in your attempts today, try practicing tonight. You can visualize colors, places, people, even events. The more you practice, the easier it will be."

Ask the following questions:

- Was relaxing easy or difficult? Why?
- How successful were you at visualizing a shape? at visualizing a room? How real did the room become to you? How many of your senses did you use? Which of the senses were most helpful in visualizing?

Have students visualize a past success: winning an award, making a friend, receiving a present—any moment in which they felt happy and confident and good about themselves. Have them recreate that moment in their minds, in full detail, experiencing all the *positive* emotions.

Handout

Visualization Guidelines

> *Man is what he thinks all day long.*
>
> —Ralph Waldo Emerson

Visualization is a powerful tool. You can use it to get rid of self-doubt, develop a positive attitude, and improve your performance in almost any area. Visualization is like positive self-talk, only more detailed. To use visualization effectively, follow these guidelines.

1. *Relax.* Choose a quiet time and place, where you can relax. Relaxation is like dimming the lights in the theater, before you begin the movie of your mind.

2. *Visualize what you want as already real.* For example, visualize having a job, not looking for a job; visualize being thin, not trying to lose weight.

3. *Create the image or experience as completely as possible, using all the senses.* Include all the sounds, sights, smells, and emotions of the event. The more real you make your visualization, the stronger it will become. The stronger the image, the more ready your body and mind will be to do what is necessary to make it real.

4. *If your mind wanders, bring it gently back to your "movie of the mind."* It's common for the mind to wander, especially at first. The more you practice, the less it will wander.

5. *Visualize from the inside out.* Do not watch yourself perform from a distance. Stay inside your own skin. Notice what you are feeling, thinking, and doing, and how others respond to you.

6. *Be honest with yourself when you visualize goals.* Make sure you visualize *your* goals, not what someone else has told you your goals should be. You must really want what you visualize. Trying to achieve something you don't really want will only make you frustrated.

7. *Practice visualization.* The more you practice, the better you will become at using this tool. Few people can visualize effectively without practice.

8. *Believe in the process.* Be patient and give your movies of the mind time to start working for you.

Supplemental Activity

Fantasies Come Alive

Purpose	To visualize the future
Materials	Paper and pencil
Present the Lesson	Lead students through a visualization of the future.

"Get into a comfortable, relaxed position. Close your eyes, and take several deep breaths. See how relaxed you can become. You may find that you relax a little more each time you try. Remember, relaxation takes practice.

"Now project yourself into the future, any time from tomorrow to several years from now. Imagine a day that would be ideal for you. Let your imagination go. The only limit is it is only a day—twenty-four hours. Where are you? What are you doing? Who else is there? You might be living on a space station, performing on a New York stage, going on a date, graduating from high school, taking a dream vacation, driving an expensive sports car—anything your imagination can create. You should probably go with the first thing that pops into your mind. This is your private fantasy; you won't have to share it with anyone unless you want to.

"Picture what you are doing. You have twenty-four hours to do whatever you want to do. You can be an adult, or you can be the age you are now. Take a minute to decide what you want to do. (Pause for a minute while students decide.)

"Now, begin to live the experience in your mind. Create it in detail—the sights, the sounds, the smells. Withdraw for a moment from everything around you, from everything in this classroom, from everything that's on your mind today. (Let the class go for as long as the process seems to be working—anywhere from five to twenty minutes or more.)

"When you feel that you have completely visualized your twenty-four hours, open your eyes and begin to write down all the important parts of your experience—everything you might want to remember. For instance, write down

where you were and what the place looked like
what you were doing
who else (if anyone) was involved
how you felt

"Now write down what your fantasy tells you about what you want out of life: adventure? freedom? security? Can you find any clues that might help you write some personal goals—what you might want to achieve in the future?"

Supplemental Activity

Envision Your Life

Purpose To encourage students to dream and visualize their future

Materials "Envision Your Life" handout

Present the Lesson Pass out the "Envision Your Life" handouts. Introduce the class to the activity by displaying a completed sheet, explaining the decisions made, and imagining what went into the creation of each square.

Have students create their own life charts. If they have difficulty thinking about their future, have them first fill in a similar chart for a famous person or a person close to them. Then have them complete their own chart.

Handout

Envision Your Life

Name ______________________________

Age	Where You Live	Jobs or Major Activities	People Closest to You
Present			
20			
30			
40			
60			

Week 7: Decision Making 1

Planning Guide

This planning guide alerts you to equipment, materials, special preparations, and/or personnel needed for this week's lessons, *in addition to* the handouts or other class materials for the week.

Lesson 32: 5" x 7" notecards or construction paper (one per student)

Lesson 31

Purpose

To write an action plan to meet a specific goal

Materials

"My Own Action Plan" handout

Introduce the Lesson

Ask students to recall what an action plan is. Review how an action plan relates to goals and accomplishing goals. Ask students how goals relate to being successful.

Tell students that today they will have the opportunity to write action plans for their own goals.

Present the Lesson

As a class, discuss the following:

> "Think of a time when you worried over a project instead of taking small steps to complete it. What might you have done to complete the project?"

Direct students in writing action plans for their goals. Remind students of the group activity used for writing action plans last week (lesson 29). Tell students that today they will write action plans for their own goals. Briefly review the guidelines, or objectives, for action steps, and write them on the chalkboard.

- objectives should be specific: what, how, and when
- objectives should be realistic
- objectives should represent small steps toward a goal

Remind students that action plans are *commitments* to themselves. Discuss the meaning of the statement "Action plans are ways of working smarter, not harder." Give an example of a long-term goal. For example, if Susan has trouble with reading her goal would be to read at grade level by the time she reaches the eleventh grade. Have students brainstorm what steps Susan might take to begin to improve her reading. List student suggestions on the chalkboard. Possible steps might include:

learn one new word each day
read for ten minutes, twice a day
ask the librarian for two books on topics she likes, by tomorrow
visualize herself reading successfully, every morning
read all the street signs on the way to school in the morning

Give an example of a short-term goal. For example, I will be on time to school every day this week. Discuss the following example:

> "Let's say that Max is usually late for one of three reasons: (1) his mother or the person who wakes him up sometimes oversleeps, (2) he walks to school with a friend who often is late, (3) he starts watching TV in the morning and forgets what time it is.
>
> "A good action plan to meet Max's goal might be (1) take responsibility for getting up on time by putting an alarm clock in his room tonight; (2) wait only five minutes for his friend, and walk to school without him if he is later

> than that five minutes; (3) watch TV for a half hour in the afternoon, instead of in the morning."

Divide students into pairs. Have them practice writing action plans that include at least three objectives or action steps. Remind students to follow the guidelines for writing objectives. Students may choose a goal from their lists or they may choose one of the following:

> I will get an "A" on my math test.
> I will get a job this summer.
> I will get along better with my parents.
> I will complete all my homework for the next two weeks.
> I will go all week (day) without arguing.
> I will make a new friend this week.

Allow 10–15 minutes for students to work on their action plans. Circulate and assist as needed.

Distribute the "My Own Action Plan" handout. Have students pick two goals from their previous lists and write at least three objectives or action steps for each goal. Ask students to include at least one objective they can accomplish by the end of the school year.

Have students exchange their action plans with one another. Direct them to read each other's plans, checking to see if the action plan meets the guidelines: Is it specific? Is it realistic? Are the steps, or objectives, small enough to be accomplished? Then have students discuss their plans with each other and make any necessary revisions.

Follow Up

Discuss ways students can reward themselves for accomplishing their objectives and goals.

> "While achieving an objective, and ultimately a goal, is its own reward, it's nice to have other kinds of rewards, too. Some accomplishments bring rewards from other people: trophies, ribbons, praise, recognition. But if your objective is to clear out your locker, and you do it, you probably won't get a medal from the principal. Most likely, no one will even notice it. So, why not reward yourself? What are ways that you can reward yourself for your accomplishment?"

(Possible answers: Congratulate yourself mentally. Do something nice for yourself. Share your accomplishment with someone who will appreciate it.)

Looking Ahead

Remind students that tomorrow is the day they should have their short-term goal accomplished. Have students look over their goal. Tell students that tomorrow's discussion will include why their goals were, or were not, accomplished.

Handout

My Own Action Plan

Name ______________________________

Remember: An objective, or action step, should

- be specific: what, how, and when
- be realistic
- represent small steps toward your goal

Goal ______________________________

____

Action Plan

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

____

Goal ______________________________

____

Action Plan

1. ____

2. ____

3. ____

Lesson 32

Purpose

To evaluate a short-term goal; to understand the relationship between goals (goal setting) and success

Materials

Going Places notebooks, "Success Story: Dr. Elizabeth Blackwell" handout, 5" x 7" notecards or construction paper (one per student)

Introduce the Lesson

Discuss briefly the importance of and ideas for rewarding yourself when you have accomplished a goal. Tell students that today they will have the opportunity to acknowledge themselves for meeting their short-term goals *or* for making strides toward meeting their goals.

Present the Lesson

Ask students if they believe that successful people set goals for themselves. Ask for examples. Tell students that the success story they will read today shows that successful people do set goals for themselves. Remind students that being successful is not easy; people work hard at it. Tell students that many times people reevaluate and/or change their goals as they work toward being successful.

Distribute the "Success Story: Dr. Elizabeth Blackwell" handout, and have students read silently. Direct students to write the goal they believe Dr. Blackwell was trying to accomplish. Discuss the questions following the story. Ask students to share what they believe the goal was that Dr. Blackwell was trying to accomplish.

Ask students: Did Dr. Blackwell have to reevaluate her goals as she faced opposition? Why do you think she continued working toward her goal? What kind of person was Dr. Blackwell?

Have students take out the short-term goal they wrote last week and respond in writing to the following questions:

1. Did you accomplish your goal?
2. If yes, why? (It was easy, small, good action plan, specific, clear, or concise.)
3. If no, why? (It was too broad, unrealistic, not clear, or too general.)
4. How does it feel to have, or have not, accomplished your goal?

As a class, discuss students' feelings about accomplishing or not accomplishing their short-term goal. Tell students that from now on, they will be setting at least one weekly goal. Assure students that they will get better and better at both setting and accomplishing their goals.

Follow Up

Tell students that regardless of whether or not they reached their goal, they worked at it and deserve recognition. Reiterate the importance of recognition and how sometimes we feel like no one recognizes when we are trying hard to do our best.

Pass out the notecards or construction paper. Tell students that they now have the opportunity to tell *themselves* how well they are doing or trying. Instruct students to make themselves a card of congratulations for a job well done. Have students share cards.

Looking Ahead

Tell students that tomorrow's lesson will be about making decisions.

Handout

Success Story: Dr. Elizabeth Blackwell (1821–1910)

Name ______________________________

A large part of success is perseverance—working steadily toward a goal that you believe in. Elizabeth Blackwell lived from 1821 to 1910, and she achieved great success in the field of medicine. She was the first woman in the United States to qualify as a doctor.

When she was a young woman in 1842, Blackwell worked as the headmistress of a school—one of the few occupations a woman could pursue at that time. But she realized that working in medicine was what she really wanted to do. Blackwell applied to many medical schools [illegible] York City and Philadelphia, but they all turned her down becaue she was female. Finally a medical school in Geneva, [illegible] York, admitted her, and in 1849 she was awarded her medical degree. The following year she got an eye infection that caused her to lose the use of one eye, but she didn't give up.

Eventually, with the aid of two other women who followed her lead and became doctors, Blackwell opened a dispensary and medical college for women in New York, followed by a hospital to serve women. Elizabeth Blackwell had to overcome opposition to all of these projects.

Questions:

1. List some occupations where women still face a lot of opposition.

____

____

____

2. Are there some occupations that are difficult for men to break into and achieve success? List these occupations.

____

____

____

Lesson 33

Purpose

To understand the importance of developing good decision-making skills that can be used throughout a lifetime

Materials

"What Is Decision Making?" and "Everyday Decisions" handouts

Introduce the Lesson

Ask students how it made them feel to recognize their own achievements—meeting their goal or taking steps toward it—yesterday. Remind students that they can give *themselves* positive reinforcement, especially when others are not recognizing their efforts and achievements.

Tell students that today's lesson will be on making decisions and how decision making affects goals.

Present the Lesson

Discuss the following:

> Describe a difficult decision you recently had to make. Why was it difficult?

Distribute the "What Is Decision Making?" handout. Read aloud with students and discuss. Ask students the following questions:

- What is decision making? Why is it important?
- What is the difference between a decision and its outcome? Why is it important to understand the difference?

Have students underline the definition of "decision making" on the handout. Have them box the definition of "outcome."

Distribute the "Everyday Decisions" handout, and read the story with students. Brainstorm decisions students make daily. List decisions on the chalkboard. Have students complete the bottom of the handout.

Direct students to get into their cooperative groups. Ask students to share a difficult decision they have had to make. Have them explain why the decision was difficult to make. Encourage students to differentiate between their decision and its outcome. (If students are reluctant to share personal decisions, tell them they can make up a decision they think would be difficult to make.)

Follow Up

Encourage students to share with the class some of their daily decisions as well as decisions they think they will face as they grow older. Ask the following questions:

1. Are the decisions you face now easier or more difficult than the ones you will face when you are older? How do you know?
2. Do young women and young men face the same, similar, or different decisions?

Looking Ahead

Tell students that tomorrow they will learn more about the actual process of making decisions. For their homework assignment, they should think about the following statement: Not deciding is making a decision.

Handout

What Is Decision Making?

Name ______________________________

When you are faced with a problem or situation that can be solved by choosing from two or more possibilities, decision making is required. By learning the skills for good decision making, you will be happier with the decisions you make in your life. You will feel more in control of your life. Of course, there will always be people who give you advice and help you with the decisions you face. But in the end, each of your decisions is up to you. You and your best friend may face the same decision this weekend: What should I do on Saturday afternoon? But each of you will have to examine your own choices and make your own, unique decision.

It is important to understand that there is a difference between a decision and an outcome. A decision is the process of making a choice from different options. An outcome is the result of your decision. The difference between a decision and its outcome is that you can control the decision, but you cannot control the outcome. Can you think of a time when you made a decision and the outcome wasn't what you expected? By learning to make *good* decisions, your chances for good outcomes will increase.

Developing good decision-making skills gives you more control in your life. It also enables you to help others with the decisions they face.

Handout

Everyday Decisions

Name ______________________________

Almost every afternoon, Karla dreads the time when school is over. She knows that her mother expects her to go straight home to help care for her baby brother. Her friends Danielle and Jessica almost always go to Danielle's house to talk and listen to tapes before dinner. They have invited Karla to join them many times and they don't understand why she always says no. Karla wishes she could go with them. She knows that she also needs to go to the library after school to find information for her science report. She feels torn between things she's expected to do, wants to do, and needs to do.

Have you ever felt like Karla? Sometimes, we face so many decisions in our everyday lives that we feel like we don't know what to do. Of course, some decisions aren't that difficult—like what to wear each day or who to sit with at lunch. But all decisions require us to think, to compare options, and then to make a choice. Think about a typical day in your life. List five decisions you usually face.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Lesson 34

Purpose

To understand the decision-making process; to understand that not deciding is making a decision; to be aware of the limiting factors that are a part of all decisions

Materials

"Steps in the Decision-Making Process" and "Advantages and Disadvantages" handouts

Introduce the Lesson

Review values—what they are, where they come from, who has them—and the difference between decisions and outcomes.

Tell students that today they will begin thinking about how to make decisions.

Present the Lesson

Distribute and discuss the "Steps in the Decision-Making Process" handout. Allow students a few minutes to answer the questions at the bottom of the handout. Discuss the answers.

Lead a discussion on avoiding decisions.

> "There are times when each one of us avoids making decisions. However, by failing to be active decision makers, we are letting other people and forces control our lives."

Have students explain the statement, "Not deciding is making a decision." Give a personal example. Ask students to share personal examples or other examples of circumstances when someone avoided making a decision.

Take one or two of the examples, and have students offer suggestions for better decision making. List their suggestions on the chalkboard. Discuss how their suggestions are part of the decision-making process.

Explain that all decisions have certain limiting factors—one's capabilities, one's knowledge of alternatives, one's environment, and one's willingness to participate. Read the examples of limiting factors below, and after each example have students come up with additional examples.

- *One's capabilities.* You want to be a member of the gymnastics team, but no matter how hard you try you simply aren't as talented as the other gymnasts.

- *One's knowledge of alternatives.* You want to prepare yourself for an interesting and challenging career, but the only careers you know of sound dull and tedious.

- *One's environment.* You would love to plant and tend an herb garden, but you live in an apartment complex surrounded by a cement parking lot.

- *One's willingness to participate.* You could buy your mother a great gift, but you would have to get the money illegally.

Distribute the "Advantages and Disadvantages" handout. Explain that sometimes even knowing all of our choices and limiting factors isn't enough when we're faced with a difficult decision. Point out that a good choice may become clearer after we look at the *advantages* and *disadvantages* of each choice.

Read the handout with students and have them fill in the advantages and disadvantages individually.

Follow Up

Encourage students to discuss the advantages and disadvantages they considered in making their decision for the "Advantages and Disadvantages" activity. Ask the following questions:

1. Which factors were the most important—the advantages or disadvantages?
2. Do you think this is true for most decisions? Why or why not?

Looking Ahead

Tell students that tomorrow they will review the decision-making process. Encourage them to review the seven steps tonight and be sure they know the definitions of "decision" and "outcome" for tomorrow's lesson.

Handout

Steps in the Decision-Making Process

Name ____________________

Step 1: Identify the problem. What decision has to be made?

Step 2: Know what is important to *you*. What are *your* values? Think of all the choices you have.

Step 3: Look at all the information you have already. Gather new information and evaluate your choices.

Step 4: Consider the advantages and disadvantages that are involved with each of your choices.

Step 5: Decide to make a decision.

Step 6: Make your decision.

Step 7: Evaluate your decision. Was it the best decision? Why or why not?

Things to think about:

Which step in the process do you think is usually the hardest one for you? ____________________

Why do you think it's so difficult? ____________________

____

____

What are some of the things you could do to make that step easier? ____________________

____

____

Handout

Advantages and Disadvantages

Name ______________________________

Imagine that your school counselor just told you that you'll have an extra free period next year and you can choose one of the following alternatives for that time: You may use it as a study time each day; you may work in the school cafeteria and earn some money; or you may take an extra class in an area that really interests you, such as art, music, dance, or computers. Fill in the advantages and disadvantages of each choice. Then write your decision below.

Choices	**Advantages**	**Disadvantages**
Study Time		
School Cafeteria		
Extra Class		

Your Decision:

Lesson 35

Purpose

To review the decision-making process; to review the definitions of the terms "decision" and "outcome"

Materials

Going Places notebooks, "Quiz: Goals and Decision Making" and "Success Story: Susan B. Anthony" handouts

Introduce the Lesson

Write the following journal entry on the chalkboard:

> What is a decision you must make? Outline the steps you need to follow to make that decision. Use notes or handouts as needed.

Allow students 10–15 minutes to write in their journals. Select volunteers to share their journal entries. Discuss.

Discuss with students the importance of decision making. Remind students that they have been talking about the decision-making process as well as the definitions of "decision" and "outcome." Tell students that today they will review the decision-making process by taking a quiz.

Present the Lesson

Distribute the "Quiz: Goals and Decision Making" handout.

Allow students ample time to complete the quiz individually. Direct students to exchange papers and to use the "What Is Decision Making" and "Steps in the Decision-Making Process" handouts to check papers. Have students return the quizzes to the original owners and make corrections as needed.

Distribute the "Success Story: Susan B. Anthony" handout. Have students read the story individually or with a partner and discuss the questions at the bottom of the page. Discuss the questions as a class.

Follow Up

Choose one or more of the supplemental activities.

Looking Ahead

Tell students that in the next lesson they will become more aware of the many decisions they make in their lives.

Handout

Quiz: Goals and Decision Making

Name ______________________________

1. We have been studying the decision-making process. There are _________ steps in this process.

2. The final or last step is _____________________________________ your decision.

3. It is important to look at both the ____________________ and ____________________ that are involved with each of your choices.

4. The first step of the decision-making process is to ___________________________.

5. Write the definition of "goal."____

____

6. Write the definition of "outcome."____

____

____

Write "T" for true or "F" for false:

7. _____ A decision is the same as an outcome.

8. _____ Decisions are related to our values.

9. _____ Not making a decision is really making a decision.

10. _____ It is not necessary to identify the problem before making a decision.

Handout

Success Story: Susan B. Anthony (1820–1906)

Name ______________________________

VOTES
FOR
WOMEN

"Failure is impossible." This quotation is attributed to Susan B. Anthony, who is famous for helping women win the right to vote. Anthony had her share of disappointments, but the quotation explains why her campaign was a success: she never gave up and she knew the value of working with others to achieve success.

Anthony attended her first women's rights convention in 1852, and she became friends with other leading feminists of the time, including Elizabeth Blackwell, Margaret Fuller, and Elizabeth Cady Stanton. Together they developed strategies for promoting their cause.

In 1868, after the Civil War, Anthony began her own newspaper called *Revolution*, which promoted women's rights. Two years later the paper went bankrupt, but that didn't slow Anthony down. She continued to lecture, and in 1872, she cast a vote in an election in Rochester, New York, for which she was put on trial. The judge fined her $100 for voting, but Anthony refused to pay.

Anthony began a collaboration with Elizabeth Cady Stanton in 1880 on the history of women's suffrage, and she continued to travel and lecture on women's rights until her death in 1906. Finally, fourteen years after her death, Susan B. Anthony's dream came true. Women won the right to vote.

Questions:

1. Do you believe failure is impossible?
2. Would one of your goals be easier to achieve if someone else helped work on it?
3. What decisions did Susan B. Anthony have to make that affected whether or not she reached her goals?
4. What decisions do you have to make that will affect whether or not you reach your goals?

Supplemental Activities

1. Have students pair up and share a decision they have to make in the near future. Stress that the student who is listening should not give advice, but should be supportive and understanding. Have students switch roles.

2. Have students break into their cooperative groups and write a short story that teaches the following point: It is better to make a bad decision than to avoid making a decision. Students may choose to use a written format, a cartoon format, or a poster format.

3. Have students break into cooperative groups and brainstorm a list of the everyday decisions that they all make. Then have students brainstorm a list of the decisions that they *think* they will have to make when they enter high school. How are the lists similar—how are they different? How are the decisions made in junior high (middle school) similar to those made in high school? How are they different?

4. Have students brainstorm a list of the most important decisions they have made in their lives so far. Discuss with students the idea that as they grow in age as well as responsibility they will have to make more and more important decisions. Discuss *why* knowing how to make well-thought-out decisions is important.

Week 8: Decision Making 2

Planning Guide

This planning guide alerts you to equipment, materials, special preparations, and/or personnel needed for this week's lessons, *in addition to* the handouts or other class materials for the week.

There are no special preparations required for this week's lessons.

Lesson 36

Purpose

To become aware of the number of important decisions one faces in a lifetime; to evaluate alternatives in decision making

Materials

"Advantages and Disadvantages" handout (from lesson 34)

Introduce the Lesson

Review the steps of the decision-making process. List the seven steps on the chalkboard. Remind students that this process will be helpful in making all the decisions they face throughout their lives.

Tell students that today they will discuss some of the important decisions they have made already and will make in the future.

Present the Lesson

Direct students to sit in a circle, facing each other. Ask volunteers to answer the following questions:

1. What decisions have you made today?
2. What is one decision you have made that you later regretted?
3. What is one decision you have made that has improved your life?
4. What is one decision you have made that got you into trouble?
5. What is one decision you have made that got you out of trouble?
6. What is one decision you have made that made your family proud of you?
7. What decision would you make if you were with a group of new friends and they began taking out drug paraphernalia and were going to do drugs?
8. What decision would you make if your boyfriend (girlfriend), who had been pressuring you to have sex, invited you to his (her) house when you knew his (her) parents weren't going to be home?

Discuss with students the reality that, obviously, at their age they do not make *all* of the decisions in their lives—some decisions are made for them.

Ask students who else makes decisions for them. Ask students if they ever feel confused about who should make the decisions in their lives. Tell them that part of growing up is increasing responsibility for making decisions. Discuss what decisions they think they should be allowed to make at age eighteen that they are not allowed to make now.

Have students write a weekly goal in their notebooks. Remind them to make it specific and clear and to write objectives for an action plan. Use the following format:

I, ______________________, will ______________________

(Name) (Goal Statement)

by ______________________.

(Date—A Week from Today)

____

(Signature)

Follow Up

Instruct students to take out the "Advantages and Disadvantages" handout from their notebooks. Remind them that in the previous lesson they outlined advantages and disadvantages for each of the possible choices for the free period. Point out that the importance of the advantages and disadvantages depends on the individual person. For example, a student who really likes music would probably value the chance to sing in the school chorus or play in a band over the opportunity to earn money working in the school cafeteria. Another student who also likes music but needs money to buy clothes might have a harder time determining which alternative to choose. Emphasize the idea that when faced with a decision-making situation like this one, it's essential to consider the importance of each advantage and disadvantage. Have students discuss why they made the choice they did for the free period.

Looking Ahead

Tell students that tomorrow they are going to learn how to predict the outcomes of their decisions. They will also get a chance to do some role playing.

Lesson 37

Purpose

To assess probable outcomes of decision making, to practice the decision-making process in role-play situations

Materials

"Probable Outcomes" and "Decision-Making Situations" handouts

Introduce the Lesson

Have students review their short-term goal for this week. Ask if anyone needs help or information regarding their goal and/or action plan.

Tell students that today they will look at the probable outcomes of some decisions.

Present the Lesson

Distribute the "Probable Outcomes" handout.

Read the example with students, and have them complete the handout with one of their own decisions.

Ask students if it was easy or difficult to predict the probable outcomes after putting down the advantages and disadvantages of each of their choices. Remind students that even though they are getting better at predicting probable outcomes, there still may be times when they make a *good* decision but the outcome isn't what they expect.

Distribute the "Decision-Making Situations" handout.

Read the first scenario with students. Using the first situation, model role playing with a student. For example, use situations like the one below.

> *Angela:* I'm sick of the way my oldest brother always picks on me.
>
> *Bruce:* I know how you feel. My mom and dad are always yelling at me, too. I've been thinking about leaving home. Some friends of mine say there are a lot of exciting things to do in Los Angeles. We could take a bus there. So what do you say? Do you want to go?
>
> *Angela:* I don't know. If we went, it probably would be fun until we ran out of money. If we stay, we have to put up with our families. I guess I'd rather stay here and deal with my brother than face the unknown in Los Angeles.

Divide students into three groups. Assign each group one of the remaining decision-making situations on the handout. Allow groups time to work out a role-played version of the situation. Have volunteers from each group present the situation to the entire class. Instruct volunteers to be sure to identify the decision needing to be made, the values that relate to their situation, and the possible alternatives. (If time permits, have students explain other options the group considered.)

Follow Up

Ask students if it is harder to make decisions when someone expects an answer right away. Ask them for suggestions on how to make these kinds of situations easier. For example, statements such as the one below might be considered:

> "That sounds like a good idea, but I can't give you an answer right away. I need to spend some time thinking about all of my choices."

Have students respond either orally or in writing to the following question:

It's Thursday night and you have a test tomorrow. You can either stay home and study *or* go to a movie with your best friend. What are the likely outcomes of your two choices?

Looking Ahead

Commend students on their efforts to learn the information about decision making. Tell them that in the final lessons on decision making, they are going to look at some really difficult decisions that involve moral problems.

Handout

Probable Outcomes

Name ______________________________

Once you have listed all of your decision choices, outlined the advantages and disadvantages of each choice, and looked at all of the information available to you, you are in a good position to know the probable outcome of most decisions you make. Shawn, however, did not follow this process. Let's look at Shawn's story.

> Shawn was a new student at school and didn't have many friends yet. So when some of the kids asked him to join them playing video games after school, Shawn jumped at the chance. The only problem was that Shawn didn't really know how to play video games. Shawn considered asking someone to explain the games, but decided to fake it.
>
> Shawn's alternatives were
>
> 1. Admit not knowing how to play, and turn down their invitation.
> 2. Fake it through the game.
> 3. Admit not knowing how to play, but ask to watch and learn from them.
>
> Shawn decided to go ahead and fake it through the games. After making numerous mistakes, Shawn became embarrassed by the other kids' teasing. They said they wouldn't invite Shawn to play again.

Let's look at the probable outcomes of each of Shawn's choices.

Alternative	*Probable Outcome*
1. Turn down invitation.	1. Feel lonely. Pass up chance to learn to play video games.
2. Fake it.	2. Get to know kids. Risk looking like a fool.
3. Ask to watch and learn.	3. Get to know kids. Learn how to play the game.

Now it's time to practice making a real-life decision for yourself. State the problem to be solved. Fill in your choices. Outline the advantages and disadvantages of each choice. List the probable outcomes. Then make your decision.

Problem to be solved ____

____

Choices	Advantages	Disadvantages	Probable Outcome
1.			
2.			
3.			
4.			

My decision is ____________________

____

I made this decision because ____________________

____

____

Handout

Decision-Making Situations

Name ______________________________

1. Angela's older brother keeps picking on her. When she tells her friend Bruce about the problem, he says he has similar problems with his parents. He suggests that they run away. What should Angela do?

2. Lena and Cindy are riding bicycles when Lena's cousin Marta drives up and asks them if they want to get in the car and join her for a beer. What should Lena and Cindy do?

3. Tam promised she would pay back her mother the $4 she owed her by Saturday. On Friday night, Tam used the money she had saved to play videos with her friends. What should Tam tell her mother when she asks Tam for the money?

4. While taking a test, Nina noticed that her friend Rhondelle was trying to copy her paper. Nina was pretty sure that the teacher saw it happening. She was afraid that the teacher would think that she was helping Rhondelle cheat. What should Nina do?

Lesson 38

Purpose

To practice decision-making skills; to become aware of the moral values that are inherent in making decisions

Materials

"Case Studies" handout

Introduce the Lesson

Review briefly the concept of probable outcomes.

Tell students that today they will practice making decisions. Remind students that values play an important role in decision making.

Present the Lesson

Discuss the concept of moral values, referring to the values information in weeks 3 and 4.

> "Today we are going to look at decisions that involve our morals. Can anyone explain what I mean by 'morals?' (Select students to respond, and then summarize the definition.) Morals are the set of values that we personally believe in and use to make decisions in our lives. Each of us has our own set of moral values, but we're not born with them. Throughout our lives we form our values from our experiences and from the influences of other people. Who do we learn our values from? What are some experiences that might teach us about values?
>
> "The decisions we make express our moral values to others."

Distribute the "Case Studies" handout. Define the term "dilemma" (a situation that requires one to choose between two equally balanced alternatives). Ask students what they think a "moral dilemma" is (a dilemma that deals with a values issue). Continue the discussion until students demonstrate an understanding of the concept of a moral dilemma. Divide students into cooperative groups. Instruct them to read (aloud or silently) the case studies on the handout and to answer the questions. Explain that because each person in the group has his or her own set of moral values, the group may not agree on a single answer to each question. Remind students of the ground rules for values exercises (refer to lesson 11, the "Ground Rules for Values Exercises" handout). List rules on chalkboard, if necessary.

Have students reunite. Go through the case studies, selecting a representative from each group to share the group's answers to the questions.

Follow Up

Ask students the following questions:

1. Did the moral issues in the case studies make the decision-making process more difficult? Why?

2. What are other moral dilemmas people your age face today? What moral dilemmas do young women face today? young men?

3. Do you think about problems differently now than you did a week or two ago? in what way?

Looking Ahead

Tell students that tomorrow they will consider more complex dilemmas that require thoughtful decision making.

Handout

Case Studies

Name ______________________________

Carlotta's father owns a small market near her school. It is a favorite stop for the students on their way home in the afternoon. Carlotta helps her father in the store after school and on weekends. Her main job is cleaning up and stocking the shelves, but she also takes care of the cash register when her father is gone.

One afternoon, when her father was gone, a large group of students came in. Carlotta recognized most of their faces, but didn't know their names. She saw that some of the students were stuffing candy bars into their backpacks. When she confronted them and told them they either had to pay for the candy or put it back, one of the bigger boys told her to "mind your own business, or you'll get hurt." Then, everyone in the group started laughing and left the store.

1. What should Carlotta do?
2. What would you do if you were Carlotta?
3. Why did you choose your decision?
4. What is the probable outcome of your decision?

Joe and Larry had been friends for a long time. They had a lot of things in common, including music, and they often spent Saturday afternoons at the music store in their neighborhood. One day after they left the store, Joe told Larry he stole two cassette tapes, one for each of them.

1. What should Larry do?
2. What should he say to Joe?
3. Why did you choose your decision?
4. What values are involved in this incident?

Roberto and Rocio had been friends for a long time. Roberto felt sorry for Rocio because her parents were dead and she was being raised by her uncle, who wasn't very nice to her. One day Rocio came to school with a big bruise on her face. When Roberto asked her what happened, Rocio started to cry. She finally said she would tell him, but only if he promised he wouldn't tell anyone. Roberto made the promise, and Rocio told him that her uncle had been drinking the night before and started beating her. She told him there were also bruises on her back and arms.

1. What should Roberto do?
2. What does it mean to make a promise like Roberto did?
3. Why did you choose your decision?
4. What values are involved in your decision?

Sarah knew that her older sister was using a lot of drugs. She loved her sister and didn't want to tell their parents. One day Sarah's friend Mark came over to work on a history project with her. When Sarah left the room to get some more paper, she heard her sister go in and ask Mark if he wanted to buy some cocaine.

1. What should Sarah do?
2. What should she say to her sister?
3. Why did you choose your decision?
4. What values are involved in this incident?

Lesson 39

Purpose	To practice decision making; to become aware of the moral values that are inherent in making decisions
Materials	"Moral Dilemmas" handout

Introduce the Lesson

Remind students that a person's values are important to that person and are never to be laughed at or criticized by another person.

Tell students that today they will have the opportunity to practice their decision-making skills in a variety of situations.

Present the Lesson

Distribute and discuss the "Moral Dilemmas" handout.

Select a student to read aloud the first dilemma on the handout. Determine by a show of hands or in some other way how the class feels about whether Vang should tell his parents or not. Put results on the chalkboard. If the class is divided with no less than one-third of the students on each side of the issue, proceed with the discussion, skipping the alternative dilemmas.

If the class agrees that Vang should tell his parents, use one of the following alternative dilemmas to provoke disagreement:

- Vang knows that Ms. Niceperson never calls to tell parents about referrals without first telling the student.
- Vang has been in trouble before, and his father said he would be on restriction for one month if he got into any more trouble.

If the class agrees that Vang *should not* tell his parents, use one of the following alternative dilemmas to provoke disagreement:

- Quite a few other students saw the incident, and Vang's parents might find out from one of them.
- Miss Smith said she will think about whether or not she will call Vang's parents.

When the class is divided over one of the alternative dilemmas, proceed with the following discussion:

- What is the most important reason for Vang to tell his parents?
- What is the most important reason for Vang not to tell his parents?
- From the point of view of Vang's father or mother, what should he do?
- Should children always be honest with their parents? Why?
- Which is more important, being honest or avoiding possible punishment?
- Is a person responsible for something he caused even if he didn't mean for it to happen?

- What is most important, what a person means or what she or he does?
- Are there situations in which a student is justified in breaking the rules?

Select a student to read "Rafael's Dilemma" from the handout. Determine by a show of hands or in some other way how the class feels about whether or not Rafael should go to the beer party. If the class is divided with no less than one-third of the students on each side of the issue, proceed with the discussion, skipping the alternative dilemmas.

If the class agrees that Rafael *should* take beer to the party, use one of the following alternative dilemmas to provoke disagreement:

- Rafael's older brother has taken beer before and has been discovered by his father. Rafael knows that if his father discovers the loss of the beer, his brother will be blamed.
- Rafael has heard that at these parties some kids drink too much and then drive.

If the class agrees that Rafael *should not* take the beer and go to the party, use one of the following alternative dilemmas to provoke disagreement:

- Rafael and his father have never gotten along well and weren't speaking at the time.
- Rafael's brother will probably buy the beer for him.
- Rafael's father has forbidden him to *drink* beer, but has not forbidden him to *attend* beer parties.

When the class is divided over one of these alternative dilemmas, proceed with the following discussion:

- What is the best reason for Rafael to go to the party?
- What is the best reason for Rafael not to go to the party?
- Does Rafael have an obligation to his father? to himself? to the other student?
- Is there ever a time when a person can take something from another member of the family without consent?

Follow Up

Instruct students to write the seven steps of decision making without looking at their notes or handouts. Have students check their own work and make corrections as needed.

Looking Ahead

Tell students that tomorrow they will take a quiz on decision making. Encourage students to review the seven steps of decision making and to know the definitions of the terms "decision" and "outcome."

Remind students to continue working on their short-term goal.

Handout

Moral Dilemmas

Name ______________________________

The Temper Tantrum

One day, after completely "blowing" a math test, Vang was very mad at himself. As he was going to his locker, he kicked his notebook down the hall in anger. The notebook hit Ms. Smith, a teacher, who had her arms full of work for her classes. She fell, scattering papers all over the wet hall floor and ruining most of the work she had prepared. Ms. Smith, who is not one of Vang's teachers, was very upset and immediately wrote a referral notice and took Vang to his counselor, Ms. Niceperson.

Ms. Niceperson talked to Vang about the referral, and they came to an understanding about the incident. Vang admitted that kicking his notebook was the wrong thing to do. They also agreed that Vang should volunteer to help Ms. Smith do some of her work, such as grading papers, to make up for the work that was ruined.

Ms. Niceperson asked Vang if he was going to tell his parents about the incident since parents are not always notified about referrals. Ms. Niceperson told Vang that it is his decision as to whether or not to tell his parents.

Should Vang tell his parents about the incident?

Rafael's Dilemma

Rafael is a new eighth-grade student at Brownville Junior High. He is worried about making friends. On Friday afternoon he was invited by the president of his class to a beer party that night. Julie, the vice-president, said that all the "cool kids" would be there and were anxious to get to know him better. Julie also told Rafael that as the new student in school, he had to supply some of the beer in order to come to the party. Rafael thinks he can get the beer from his father's supply without his father missing it.

Rafael and his father get along well and do lots of things together. His father told him that he had heard that the kids in this area had been having beer parties. Rafael's father has forbidden him to go to beer parties. Rafael personally sees nothing wrong with beer parties even though he knows they are against the law.

Should Rafael take the beer and go to the party?

Lesson 40

Purpose

To review decision making

Materials

Going Places notebooks and the "Quiz: Decision Making" handout

Introduce the Lesson

Write today's journal topic on the chalkboard.

> What do you think is the biggest decision your parents make for your life? Would you want responsibility now for making that decision? Why or why not?

Remind students that today they will take a quiz. Have students break into cooperative groups and spend 5–10 minutes reviewing for the quiz.

Present the Lesson

Distribute the "Quiz: Decision Making" handout and have students complete it individually.

Follow Up

Have students exchange quiz papers and correct as a class.

Discuss student responses to today's journal topic.

Looking Ahead

Tell students that next week they will review the first nine weeks of the Going Places class. Remind them to have all their materials in order and in class to begin the review on Monday.

Handout

Quiz: Decision Making

Name ______________________

List the seven steps in the decision-making process. List them in order.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________

What is a decision?
A decision is ______________________

What is an outcome?
An outcome is ______________________

What is a moral value?
A moral value is ______________________

What is a dilemma?
A dilemma is ______________________

Supplemental Activity

Truck Driver

Purpose

To participate in a simulation that focuses on self-interest and requires decision making and conflict management/resolution

Materials

"Scenario" and "Roles" handouts

Present the Lesson

Begin by asking the following questions:

1. What is a conflict?
2. How can conflicts be managed and/or resolved? What are the alternatives?
3. What is a value? How can values be determined and analyzed?

Write all responses on the chalkboard or on a transparency.

Divide students into groups of seven: six players and an observer. The observer will need paper and pencil.

Tell each group to select a supervisor. Direct the observer to record how her/his group chose their supervisor.

Distribute the "Scenario" handout.

Give the supervisors the scenario and have them read the situation to the other participants, *or* give the scenario to all participants so they can refer to it during the activity.

Pass out the roles to each of the other five players or "drivers" and to the supervisors. Give the observers their guidelines. Tell the supervisors the following:

> "It is your responsibility to determine who should get the new truck. Discuss each crew member's claim to the truck and incorporate their comments and recommendations in helping you arrive at a decision. Use your decision-making skills and consider the values involved in your decision. Be prepared to tell the rest of the class why you gave the truck to the person you did, and how you arrived at that decision."

Answer questions for clarification, and then allow students ample time to make their decisions.

Follow Up

Direct each supervisor to share her/his decision and the reason(s) for making the decision. Ask the observer to share her/his observations of the group and its use of cooperative decision making.

Ask students what they learned from this exercise that can be applied to their own lives. Point out that several truck drivers, as well as the supervisor, have names that could belong to either a man or a woman. Ask students which sex they thought each driver was and why they made that assumption during the exercise.

Handout

Scenario

Today the Mayspot Repair Company received a brand new service truck to add to the existing group of six small service trucks owned by the company.

As has been done in the past one of the drivers will exchange an old truck for the new truck. Chris Marshall, the supervisor, has to decide which of the five drivers will get the new truck.

Here are some facts about the trucks and the crew that works with and for Chris Marshall.

George: 17 years with the company, has a two-year-old truck, which is in excellent shape

Leslie: 11 years with the company, has a five-year-old, newly painted truck

Kelly: ten years with the company, has a four-year-old truck

Marlene: five years with the company, has a three-year-old truck in need of some repair

Lee: three years with the company, has a five-year-old truck that is in pretty poor shape

The crew members do most of their driving in the city, but Marlene and Kelly cover jobs in the suburbs as well.

Handout

Roles

Note: Make as many copies as you have groups. Cut along dotted lines, and give each member of the group a strip with a role.

Chris Marshall, supervisor: As the supervisor, you have the responsibility of deciding who will get the new truck. Each crew member feels he/she is entitled to the truck. Your decision won't be an easy one. As a matter of fact, whatever you decide, most of the crew will probably consider it unfair.

In order to handle this problem, you have decided to put the decision to the entire crew. You will tell them about the new truck and ask them to help you decide what would be the fairest way to assign the truck. You, however, must make the final decision.

George: You feel you deserve the truck because you have been with the company longer than any of the other workers. Your truck is in excellent shape, but you want the new one. You believe seniority is the only way to determine who gets the truck.

Leslie: You feel you deserve the new truck and that it certainly is your turn. Your present truck is old, and since the more senior member of the crew has a fairly new truck, you feel you should get the next one. You have taken excellent care of your present truck and have kept it looking like new. A person deserves to be rewarded if she/he treats a company truck like her/his own.

Kelly: You have to do more driving than most of the other members of the crew because you work in the suburbs. You have a fairly old truck, and you feel you should have the new one because you do so much driving. Besides, the supervisor is your cousin.

Marlene: The heater in your present truck is inadequate. Since Lee backed into the door of your truck it has never been repaired to fit right. The door lets in too much cold air, and you attribute your frequent colds to this. You want to have a warm truck since you have a good deal of driving to do. As long as it has good tires, brakes and is comfortable, you don't care about its make.

Lee: You have the poorest truck in the crew. It is five years old, and before you got it, it had been in a bad accident. It has never run well, and you've put up with it for three years. It's about time you had a good truck to drive, and it seems only fair that the next one should be yours. You have a good accident record. The only accident you have had was the time you hit the door of Marlene's truck when she opened it as you backed out of the garage.

Observer: Your task is to observe the activities of the members of your group. On a separate sheet of paper, keep notes about what the group does. Some questions you might consider are the following:

1. How did the individuals react to one another in the decision-making process?
2. What steps did the group take to decide who would get the truck?
3. When possible decisions were suggested, was there any agreement or consensus?
4. What were the conflicts in the group? How were these conflicts managed or resolved?
5. Did the issue of sex roles and stereotypes enter the discussion? How?
6. Would the outcome have been different if all the drivers had been men? How?
7. What insights (information) did you gain about individual values in the group?
8. Did Chris Marshall demonstrate leadership ability? Explain.
9. Were any unusual or important decisions made by any individual in the group?
10. What learning seemed to take place by individuals or by the group?

Week 9: Review

Planning Guide

This planning guide alerts you to equipment, materials, special preparations, and/or personnel needed for this week's lessons, *in addition to* the handouts or other class materials for the week.

The curriculum for this week is meant to be flexible, to enable you to catch up, review, or expand on past lessons, as needed. The lessons included here can be used in their entirety or as guides. With the exception of the "Envision Your Life" activity (lesson 43), the material on visualization incorporated into this week's curriculum was also included in the Supplemental Activities for week 6. If you introduced students to visualization in week 6, you may want to expand on and practice the techniques this week.

Because it marks the end of the first grading period, this week would be a good time for a class party (scheduled as lesson 45). It may also be a good time to schedule speakers. If you plan to grade the students' Going Places notebooks, you may want to provide students with time this week to organize their notebooks for submission. It is important that you give feedback to all the students on their notebooks, either orally or in writing.

Lesson 41: Butcher paper and marking pens

Lesson 42: "Seeing Yourself" videotape and a playback unit

Lesson 45: Prepare for a class party (if you choose this option)

Lesson 41

Purpose

To review and reinforce the concepts learned in the past nine weeks; to evaluate class progress and the curriculum

Materials

Going Places notebooks, "The First Eight Weeks" handout, butcher paper, and markers

Introduce the Lesson

Congratulate students on the progress they have made in the first eight weeks. Emphasize activities and class interactions that have been particularly successful. Tell students that this week they will be reviewing and rethinking some of the concepts learned in the first half of the semester.

Present the Lesson

Review and evaluate the material covered to this point.

Distribute "The First Eight Weeks" handout, and have students get into their cooperative groups. Remind students that this is the last week for these cooperative groups; they will be divided into new groups for the second nine weeks.

Have students use the handout and their notebooks to review previous lessons and activities and determine which were the most valuable to them as a group. Emphasize the importance to you, the teacher, as well as to the Going Places program, to know which things came across clearly and which things didn't. Instruct groups to list the lessons/activities they select on butcher paper, provide explanations, and prepare to report their decisions to the class.

Go over the handout before groups begin to work to refresh the students' memories of the purpose and content of the various activities and lessons. As you review the handout, have students fill in any supplemental activities that were incorporated into the curriculum.

Have groups report on their findings. If students fail to see the links between some of the lessons, this would be a good time to readdress the focus and purpose of the class.

Follow Up

Tell students that the second half of the semester will build on what students have already learned.

Looking Ahead

If you will be using the visualization lessons (see the planning guide for this lesson), tell students that they will be learning a different technique to enhance their success tomorrow. Otherwise, introduce the lesson planned for tomorrow.

Handout

The First Eight Weeks

Name ______________________________

Congratulations! You have almost completed the first half of the Going Places class, and are now ready to dive into more. But before you do, take a minute to look back and review what you have already accomplished.

In your cooperative groups, go over the activities of the first eight weeks. Discuss which were helpful, valuable, and fun. Talk about the ones that did not seem to go well. Rank the activities according to their usefulness, with reasons for your choices. Be prepared to share this list with the rest of the class at the end of the period.

Weekly Activities:
- Journal writing
- Success stories
- Quizzes

Week 1: Introduction to Self-Esteem

- Student introductions
- "One of a Kind" film *or*
- "My Feelings Star" activity
- Group work: Interviews
- "Pooling Faults and Flaws"
- "Human Bingo"
- "How Am I Unique?"
- Other activities

Week 2: Introduction to Success

“Broken Squares”
“Being Yourself” video *or*
“NASA Decision by Consensus” activity
“Replace the Negative”
“Emphasize the Positive”
Photographs of Going Places students
“Positive Bombardment”
“How Do I Rate?”
“How I See Myself/
How Others See Me”
Other activities

Weeks 3 and 4: Values Clarification

“Ground Rules for Values Exercises”
“Ranking Our Values”
“Survival Game”
Values auction
Group work: “Values Projects”
“Values Continuum”
Other activities

Week 5: Introduction to Communication

Group work: “Nonverbal Communication Messages”
“Send a Diagram”
“How Am I?”
“The Bank Robbery Mystery”
Other activities

Week 6: Introduction to Goal Setting

"My Goals"
Group work: prioritizing goals
"Goal Statements"
Group work: Developing an Action Plan
Other activities

Week 7: Introduction to Decision Making:

"My Own Action Plan"
Making cards to congratulate yourself
"Everyday Decisions"
"Steps in the Decision-Making Process"
"Advantages and Disadvantages"
Other activities

Week 8: Decision Making

"Probable Outcomes"
"Decision-Making Situations"
"Case Studies"
"Moral Dilemmas"
Other activities

Lesson 42

Purpose

To understand the concept of visualization

Materials

"Seeing Yourself" videotape and playback unit; "Visualization Guidelines" handout from week 6; and "Success Story: Arnold Schwarzenegger" handout

Introduce the Lesson

Thank students for the helpful opinions they gave you about the Going Places curriculum yesterday. Encourage them to continually evaluate the program and to feel free to share their positive feedback or constructive criticism with you.

Introduce today's lesson.

> "Have you ever stopped to wonder what makes some people successful? Talent helps, of course, but there are many talented people who achieve less success than people with less talent. An equally important aspect of success is *knowing what you want.* Your goals are your destinations in life. If you know where you are going, you are much more likely to get there.
>
> "We have talked about two types of goals: long term and short term. Long-term goals represent what you want to achieve next year, or at any point in your lifetime. Short-term goals represent what you want to achieve next month, next week, or tomorrow. Each of you developed both short-term and long-term goals, and you practiced developing personal roadmaps, or action plans, to help you reach these destinations.
>
> "Another technique for success that works hand-in-hand with goal setting is visualization."

Present the Lesson

Show the video "Seeing Yourself." Tell students that the narrator, Mark Scharenbroich, will be discussing visualization techniques in the film, and that they will be practicing these techniques later. Discuss the film and the nature and limitations of visualization. *Note:* If you do not show the video, continue the lesson as follows. Take students through the supplemental activity (Visualization Exercises) beginning on page 155.

Instead of having students visualize a past success, distribute the "Success Story: Arnold Schwarzenegger" handout that follows this lesson. Read it aloud and discuss.

Looking Ahead

Tell students that tomorrow they will use visualization to begin to explore the future.

Handout

Success Story: Arnold Schwarzenegger

Name ______________________________

One technique that some people use to help them achieve success is visualization. It's a tool that Arnold Schwarzenegger used to transform his life from that of a small, poor boy living in Austria to that of a successful body-builder, businessman, and movie star living in the United States.

Schwarzenegger says that his parents never complimented him or paid any attention to him; they didn't encourage him to pursue success, but he knew he wanted to achieve it.

Describing his teen years, he said, "I would do anything to get to the top. I would train twelve hours a day and eat 400 pounds of food a day. It didn't matter. When I was fifteen, I had a clear vision of myself being on stage winning the Mr. Universe contest. I was driven by that thought. Every repetition I did, every set of exercises, every hour I spent on body building was always just one step closer to getting there."

Schwarzenegger won his first Mr. Universe title when he was twenty years old. After that he won it four more times, and he was Mr. Olympia seven times. Today he is busy pursuing an acting career. He continues to visualize his goals for success.

Questions:

1. Do you know other successful people who use visualization to achieve their goals?

2. Do you regularly visualize achievement of your goals?

3. Do you do the work that is necessary to achieve success?

Lesson 43

Purpose

To visualize the future

Materials

Going Places notebooks, and the "Envision Your Life" handout from p. 162

Introduce the Lesson

Briefly review the visualization guidelines from yesterday's lesson.

Present the Lesson

Distribute the "Envision Your Life" handout. Go over the handout with students, encouraging them to take a few minutes to visualize themselves at the different ages listed before beginning to write.

Instruct students to create their own life charts. If they have difficulty thinking about their future, have them first fill in a similar chart for a famous person, or a person close to them. Then have them complete their own.

Conduct the visualization exercise "Fantasies Come Alive" from week 6, page 160.

Give students the opportunity to make any changes they want to make to the "Envision Your Life" handout.

Follow Up

Ask the class for their questions, problems, or successes with the visualization process. Conduct a class discussion and encourage students to share their experiences.

Looking Ahead

Tell students that tomorrow they will use this new tool of visualization to rethink their goals for the rest of the semester.

Lesson 44

Purpose

To set goals for the second quarter

Materials

Going Places notebooks, and the "A New Start" handout

Introduce the Lesson

Tell students that although it is fun and important to use visualization techniques to plan for the future, visualization is also an important tool for them right now in school. Point out that the middle of the semester is an opportune time to rethink their goals in terms of grades, school activities, and their personal development. Tell students that today they will set some goals for the next nine weeks.

Present the Lesson

Guide students through the goal-setting process. Tell students that visualization by itself cannot bring them what they want. It must be coupled with goal setting and action planning. Ask if any of them are unhappy with the grades they are getting this quarter or think they deserve better. Discuss how they could achieve what they want.

Distribute the "A New Start" handout. Reiterate the point that the start of a new grading period is a good time to set new goals.

Go over the handout with students, clarifying as necessary. Encourage students to take a few minutes before they begin writing to carefully think about what they want to work toward in three areas—end-of-semester goal, Going Places class goal, and personal goal—and three actions they can take to achieve their goals. Remind them to be realistic and specific about their goals. Allow students ample time to set their three goals, and assist where needed.

Lead students through a visualization exercise, having them visualize each step of their goal and then finally reaching the goal. If time permits, have students visualize the steps and attainment of all three goals.

Follow Up

Ask students how they feel now about the next quarter. Discuss their feelings.

Remind students that visualization is effective if done regularly and followed by action. Ask them to identify some ways to remember to visualize their goals and to follow through on their action plans.

Looking Ahead

If you are planning a class party, make final arrangements with students now. If not, you may wish to bring in a speaker tomorrow. To close the quarter on a positive note, be sure to select an inspiring speaker with an upbeat and encouraging message.

Handout

A New Start

Name ______________________________

Each new grading period can represent a new start for you. Take advantage of this new start by reviewing how you did during the first grading period and then setting new goals for yourself. Write down three actions in the three areas listed below that you can take to help you succeed at your goal, then visualize yourself doing those actions and achieving your goal. You will surprise yourself.

End-of-semester goal: ______________________________

Action 1 ______________________________

____

Action 2 ______________________________

____

Action 3 ______________________________

____

Going Places class goal: ______________________________

Action 1 ______________________________

____

Action 2 ______________________________

____

Action 3 ______________________________

____

Personal goal: ______________________________

Action 1 ______________________________

____

Action 2 ______________________________

____

Action 3 ______________________________

____

Lesson 45

Purpose

To celebrate the completion of the first nine weeks; to reinforce class progress

Materials

Going Places notebooks

Introduce the Lesson

Write today's journal topic on the chalkboard.

> Things I like best about this class so far . . .
> Things I would like to change are . . .

Tell students that today is a day to relax, talk, and celebrate.

Present the Lesson

Allow students to prepare for their class party (if you have selected this option for today's class period). If you selected the inspirational speaker, allow 20 minutes for the speaker's presentation and 20 minutes for the activity below.

During the party, or after the speaker, direct students to sit in a circle. Take a few minutes to emphasize the progress you have observed in the past nine weeks. Be specific and enthusiastic. Encourage students to share what they have observed as well. Students may have observed any number of the following:

- There is more sharing in class.
- The cooperative groups are working more efficiently, and the class is working well together as a whole.
- Everyone has contributed something important in the past nine weeks.
- Students have developed communication and decision-making skills and have learned new things about the importance of values.
- Students have set goals and have accomplished, or are in the process of accomplishing, these goals.

Ask students what their goals are for the next nine weeks, and share your goals for the class.

Follow Up

Announce the make-up of the new cooperative groups for the next nine weeks.

Looking Ahead

Tell students that the class will begin the second half of the semester by learning a technique that will help them take charge of their lives.

Supplemental Activities

1. In addition to, or in place of, visualizing a room, have students visualize a place where they feel relaxed and secure. Tell them that if they don't have such a place, they can create an ideal place in their minds.

2. Have students visualize a past success: winning an award, making a friend, receiving a present—any time when they felt happy and confident and good about themselves. Have them recreate that moment in their minds, in full detail, experiencing all the *positive* emotions.

Week 10: Introduction to Assertiveness

Planning Guide

This planning guide alerts you to equipment, materials, special preparations, and/or personnel needed for this week's lessons, *in addition to* the handouts or other class materials for the week.

Lesson 47: Butcher paper and markers

Lesson 48: Unlined paper

Lesson 46

Purpose

To understand the concepts of passive, aggressive, and assertive behavior

Materials

"Behavior Concept Chart" and "Script: Passive, Aggressive, and Assertive Behavior" handouts

Introduce the Lesson

Remind students that this week is the beginning of the next grading period. Have students review the new goals they set last week.

Tell students that lessons for this week will focus on assertiveness, or on how to take control of their lives. Arrive at a basic definition for the term "assertive." Review briefly what students have learned about controlling their lives.

Present the Lesson

Note: Observe behavior of students as they enter into and work in the classroom this week. Reinforce positive/assertive behavior. Discuss passive, aggressive, and assertive behavior by describing a situation when you were really angry at someone. Explain how you reacted to the situation, as well as how the other people involved reacted. Write the following words on the chalkboard, and ask students to guess which type of behavior you used in the incident you described above:

Behavior

Passive Aggressive Assertive

Tell students that as the week goes on they will learn to differentiate between the three types of behavior and to tell when a particular behavior is being used and why.

Explain that there may be times when aggressive and passive behavior is appropriate. For example, aggressive behavior may be appropriate if someone is threatening your life or is not responding to your assertive behavior. Passive behavior may be appropriate when someone is angry and trying to pick a fight. The point is that both these behaviors should be measures of last resort, even though that is not how we have been trained to use them. Distribute and briefly discuss the "Behavior Concept Chart" handout. Ask students if they think they use one of the types of behavior listed on the handout more than the other two. Ask for a volunteer to share the behavior she or he uses most and to explain why she or he thinks that type of behavior has become dominant in her or his life.

Explain that passive, aggressive, and assertive behaviors are the different ways people express what they feel and what they want. These are also terms used to describe the ways people behave. Have students give examples of behavior in a woman they would consider passive, assertive, and aggressive. Then, ask for examples of the male behavior they would consider passive, assertive, and aggressive. Is there a difference? Is it more difficult for a woman to be assertive or aggressive? Is passive behavior rewarded in a woman? in a man? Role play with a student(s) situations using the three different types of behavior.

> "In the first situation, I'm going to be a customer at the local hamburger stand and ___(student)___ is the counterperson. First, the customer will be passive."
>
> (*Note:* Exaggerate your behavior to make it obvious to students.)

Counterperson: May I take your order?
Customer: I want a hamburger with only catsup on it.
Counterperson: Here's your hamburger.
Customer (speaking to class): Look at this; I ordered a hamburger with catsup only and I get—onions, pickles, tomatoes . . . I'll scrape them off, but I'm never coming here again."

"Now the customer is going to act aggressively."

Counterperson: May I take your order?
Customer: I want a hamburger with only catsup on it.
Counterperson: Here's your hamburger.
Customer (yells): Hey, wait a minute. This isn't what I ordered; I said only catsup. Are you stupid or something? I'm going to take my business somewhere else!

"Now the customer is going to act assertively."

Counterperson: May I take your order?
Customer: I want a hamburger with only catsup on it.
Counterperson: Here's your hamburger.
Customer: Excuse me, but I ordered a hamburger with catsup only, and this one has everything. I would like a hamburger with catsup only. Thanks.

"Did you notice a difference in the way the customer handled the situation each time? Let's compare what you observed about the different types of behavior." (List student responses on the chalkboard under Passive, Aggressive, and Assertive.)

"In the next situation, I'll ask you to identify which type of behavior is being used. (student) is my younger (brother or sister) who wants to borrow my bike. I don't want to lend it, for good reason."

Younger sibling: May I borrow your bike to go to my friend's house?
Older child: No way, the last time you rode it you ruined the front tire and scraped off some of the paint. Don't even think about touching my bike!

"Which behavior did I use?" (aggressive) Here is the same situation with a different behavior.

Younger sibling: May I borrow your bike?
Older child: Don't you have any other way to get to your friend's house? Oh, all right, you can use it. But, be careful.

"Which behavior did I use this time?" (passive) Finally, listen to the following conversation:

Younger sibling:	May I borrow your bike?
Older child:	No, I'm sorry but you don't take care of my things when I let you use them. I don't want you to use my bike.

"Which behavior did I use this time?" (assertive)

Ask students to think about which behavior was the most effective in the two role-play situations. Discuss.

Distribute the "Script: Passive, Aggressive, and Assertive Behavior" handout. Divide students into pairs. Instruct them to take turns reading the different roles on the script, trying out the three types of behavior. Encourage them to refer back to the "Behavior Concept Chart" for additional ideas on how to act out each behavior.

Call students back together, and, as a class, discuss the following questions:

- How did it feel to act passively? aggressively? assertively?
- Which behavior felt the most familiar to you?
- Which behavior felt the most comfortable?
- Which behavior was the most difficult for you to role play? Why?

Follow Up

Reinforce today's concepts by having students write in their notebooks the words on the chalkboard (see below):

Behavior

Passive Aggressive Assertive

Instruct them to illustrate the words or make a symbol for each word. Explain that by acting out a situation, seeing the words written, and then making a visual image (illustration) of the words, students will be better able to understand and remember the meanings of the terms "passive," "aggressive," and "assertive."

Instruct students to observe their favorite television characters while they are watching television tonight and note which type(s) of behavior the characters use most often.

Looking Ahead

Explain to students that in almost every conversation they have with another person, they choose which way to behave, or respond, to that person and what he or she has said. They can choose to act assertively, aggressively, or passively. For each behavior, there are advantages and disadvantages. Tell them that tomorrow they are going to learn the reasons people use passive and aggressive behavior.

Ask students to think about the types of behavior they usually use and in what situations. Encourage them to consider how they *feel* about their behavior and how others *react* to their behavior.

Handout

Behavior Concept Chart

Name ______________________________

PASSIVE	AGGRESSIVE	ASSERTIVE
Voice	*Voice*	*Voice*
Overly soft	Rapid	Firm
Mumbles	Loud	Warm
Whining	Sarcastic	Clear
Monotone	Condescending	Expressive
Overly slow	Deadly quiet	
Message	*Message*	*Message*
I'm not OK but you are.	I'm OK but you're not.	I'm OK and you're OK.
Facial Expressions	*Facial Expressions*	*Facial Expressions*
Looking down/away	Looking bored	Direct
Blinking rapidly	Staring in other direction	Open
Constantly smiling	Looking down	Relaxed
Clearing throat	Clenched teeth	
Swallowing	Tight-lipped mouth	
Tensing		
Eye Contact/Body-Facial Talk/Posture	*Eye Contact/Body-Facial Talk/Posture*	*Eye Contact/Body-Facial Talk/Posture*
Poor eye contact	Intruding on others' space	Good eye contact
Forced smile	Inflated stance	Face matches mood
Cowering	Overreacts	Relaxed
Few gestures	Outright attack	Uses gestures
Maintain physical distance	Pounding fists	Equalizing
Covering face with hand	Stiff, rigid	Erect
Playing with clothing	Pointing finger	Emphasizing hand gestures
Shifting of weight	Shaking head in disbelief	Balances
Scratching head	Hands on hips	
Wringing hands		
Stiff posture		

From STAR (Social Thinking and Reasoning), an ESEA Title IV-C program of the Irvine Unified School District.

Express Views and Desires	*Express Views and Desires*	*Express Views and Desires*
Rarely	By humiliating others	Without being obnoxious
With little confidence	By bragging about self	Directly
	In destructive manner	Spontaneously
		Honestly
		Without reservation
		By first evaluating situation
Attitudes about Self	*Attitudes about Self*	*Attitudes about Self*
Feels helpless, powerless, inhibited Feels sorry for self Feels inadequate in making decisions	I can't get what I want without violating someone else's rights	Feels good about self and others True to self—winning/losing not important compared to value of expressing self/choosing for self

Handout

Script: Passive, Aggressive, and Assertive Behavior

Name ______________________________

1. Parent: I want you to come straight home after school and clean your room and start dinner.

   Child: (passively) Okay, if that's what you want, I'll do it.

Parent: I want you to come straight home after school and clean your room and start dinner.

Child: (aggressively) Why me? How come I always have to come straight home and work? Other kids get to hang out with their friends, you know. But not me! I always have to work! I'm sick of it.

Parent: I want you to come straight home after school and clean your room and start dinner.

Child: (assertively) I understand that my room needs to be cleaned and you need help with dinner, but today I'd like to spend some time after school with my friends, Karen and John. How about if I get home at 5:00 P.M. and start dinner then? I can clean my room after dinner tonight.

2. Teacher: I'm disappointed with the way your grades have been falling. You don't seem to be trying anymore.

   Student: (passively) I'm sorry. I'll try harder.

Teacher: I'm disappointed with the way your grades have been falling. You don't seem to be trying anymore.

Student: (aggressively) That's not true. I've been trying, but you haven't noticed. You don't care how I do anyway. You just want to see me fail.

Teacher: I'm disappointed with the way your grades have been falling. You don't seem to be trying anymore.

Student: (assertively) I have been trying, but things have been tough lately. My mom has been sick, and I have to do a lot of things at home to help out. I guess I fell behind when we started that new unit last month. I've been lost ever since. I would appreciate it if you could help me get caught up.

Lesson 47

Purpose

To become aware of the causes of passive and aggressive behavior

Materials

Going Places notebooks, butcher paper and markers

Introduce the Lesson

Review the terms "passive," "assertive," and "aggressive." Have students write definitions of these words in their notebooks. Ask if the symbols/illustrations they made for each word yesterday are appropriate for the definitions. If not, have them change the symbol/illustration.

Discuss yesterday's homework assignment. You may wish to list the television characters on the chalkboard under their corresponding behavior(s). Ask how the other characters in the show responded to their character's behavior.

Tell students that today they will look at the reasons people choose to use passive and aggressive behavior.

Present the Lesson

Discuss reasons for passive and aggressive behavior. Ask students to think of a reason a person might act passively. Make a list of student responses on the chalkboard. List may include:

- fear of displeasing others
- fear of rejection
- fear of revenge
- fear of being responsible for others' hurt feelings

Ask students if there are times when passive behavior is effective. Discuss.

Ask students to think of a reason someone would act aggressively. Encourage students to give situational examples of their responses. Make a list of student responses on the chalkboard. List may include:

- irrational beliefs such as "I must win" or "I must get my way"
- saving up negative feelings and then exploding
- to hide feelings of inferiority or poor self-esteem
- to cover up a lack of knowledge or information

Ask students if there are times when passive behavior is effective. Discuss. Write the following situations on the chalkboard:

- Josepha notices a student stealing a book from another student.
- Mee walks into the cafeteria and sees some kids looking at her and laughing.
- Carmen gets on a new school bus for the first time and no one slides over to share a seat.

Have students work in cooperative groups to develop a *passive* response to each situation. Each group should list on butcher paper the reasons why a person might handle each situation in a passive manner.

Select groups to share their passive responses and reasons with the class.

Direct students to develop aggressive responses to the same situations and to write reasons for their responses on butcher paper. Have the groups share their responses and reasons with the class.

Follow Up

Have students explain why assertive behavior would have worked better than passive or aggressive behavior in the situations above.

Instruct students to find examples of passive, aggressive, and assertive behaviors in the newspaper and bring them in to share.

Looking Ahead

Compliment students on their participation in, and understanding of, the behavioral concepts. Tell them that tomorrow they will look at the consequences of the different types of behavior.

Lesson 48

Purpose

To develop the ability to differentiate between passive, aggressive, and assertive behavior; to recognize the consequences of the different behaviors

Materials

"Consequences of Passive/Aggressive/Assertive Behavior" and "Categorizing Passive/Aggressive/Assertive Behavior" handouts, unlined paper for drawing

Introduce the Lesson

Discuss yesterday's homework—newspaper articles illustrating the different types of behavior. Ask students which type of behavior was easiest to find. Ask if it was difficult to decide which type of behavior was being used.

Tell students that today they will explore the consequences of the different behaviors.

Present the Lesson

Distribute both handouts, and go over them with students. Allow students approximately five minutes to put the behaviors listed on the "Consequences of Passive/Aggressive/Assertive Behavior" handout into positive or negative categories on the "Categorizing Passive/Aggressive/Assertive Behavior" handout. Instruct students to break into cooperative groups and try to come to a consensus about the positive or negative consequences of the behaviors.

Ask students the following question: In what ways does assertive behavior have negative consequences?

Follow Up

Have students choose one of the situations listed below (you may wish to write the situations on the chalkboard) and develop a story showing an aggressive, passive, *or* assertive response.

Direct students to develop their story in written form, visual form, or role-playing narrative form. Provide unlined paper to students who wish to draw their scenario. Give them 20–25 minutes to work on their stories individually, then instruct students to get into groups according to the situation they chose. Have members of each group share their stories. Then, have them discuss the consequences of the various behaviors. Bring the class together and, if time permits, have groups share how their stories were alike and how they were different. Discuss the consequences of the different types of behavior.

> Brianna's father notices that Brianna keeps leaving her dirty laundry in the middle of the bathroom, instead of in the clothes hamper.
>
> Jamie admits to her mom that she went to a friend's house after she had been told to come straight home following the movie.
>
> Your best friend borrowed your homework and forgot to bring it to class. Now you're in trouble for not turning in your work.

Looking Ahead

Tell students that now that they are beginning to understand the consequences of the different types of behavior, they can develop their skills and learn to use assertive behavior more effectively.

Handout

Consequences of Passive/Aggressive/Assertive Behavior

Name ______________________

Passive	Appears to agree because she or he does not express opinions Others do things for her or him Has no self-respect Appears to know everything by not asking questions (but it's only an image) Is anxious, nervous Feels out of control, helpless Appears understanding because she or he does not express anger Misses opportunities Resents others doing things for her or him
Aggressive	Others do not like to be around her or him Sees "self" as knowing everything Gets to "let off steam" without considering others' feelings Others become angry "Friends" do not trust her or him Gets her or his own way Others may think him or her powerful Causes himself or herself stress by not getting along well with others Gives false sense of power over others Others are not willing to cooperate
Assertive	Is treated with respect by others Has self-respect Is responsible Maintains good relationships Makes refusals and requests without hurting others Has no guilt feelings Allows for mistakes Feels good about self

Adapted from STAR (Social Thinking and Reasoning), an ESEA Title IV-C program of the Irvine Unified School District.

Handout

Categorizing Passive/Aggressive/Assertive Behavior

Name ______________________________

	Negatives	**Positives**
Passive		
Aggressive		
Assertive		

Lesson 49

Purpose

To develop the ability to make assertive requests

Materials

"Scripts: Assertive Requests" and "Homework: Assertive Requests" handouts

Introduce the Lesson

Review the concept of consequences.

> "Yesterday we learned that behaviors had consequences. Some consequences are positive, and some consequences are negative. Most of the time, assertive behavior has positive consequences."

Tell students that today they are going to practice making assertive requests.

> "If assertive behavior has positive consequences, then learning to use assertive requests should be more productive for you."

Present the Lesson

Explain the meaning of assertive requests.

> "Very often we need something from other people. Sometimes we are able to get what we need, but sometimes we are not. Today we are going to talk about the ways people ask for things they want, or make requests. People ask for things by using many behaviors. Can you think of some? (Examples: crying, demanding, whining, hitting, tantrums, or simply asking.)
>
> "You can make requests using any of the three behaviors we have been studying—passive, aggressive, or assertive. But assertive requests are the most successful. Let's look at the different kinds of requests."

Instruct students to determine the type of behavior—passive, aggressive, or assertive—being used in the following examples:

> "Mom, if you have a little extra time, do you think that maybe you could help me with this homework assignment?" (passive)
>
> "Hey, Mom, I need help with this homework—*now*!" (aggressive)
>
> "Mom, I could really use your help with this assignment. Would you please help me with it as soon as you get a chance?" (assertive)

Explain that when we make assertive requests, it is often helpful to begin the request with an "I" statement, such as "I need" or "I would like."

Distribute the "Scripts: Assertive Requests" handout, and have students read aloud the first two scripts. Analyze the assertive requests. Discuss the advantages of making assertive requests.

Read Margaret's situation on page 2 of the handout. Instruct students to write at least one example of an assertive request Margaret could make to her teacher. Some possible examples are listed below:

- I don't understand this experiment. Could you please explain again what we're trying to find out.

- I'm beginning to understand. Could I have Juan explain it to me again to be sure I really know how to do the experiment?
- I'm confused. Please help me figure out what to do next.
- I need help to understand. Could I see you after school for some extra help?

Have students share their examples.

Follow Up

Point out that, in addition to learning to make assertive requests, students must sometimes make assertive responses, e.g., saying "no" like they mean it. Select students to role play the following situations for the class:

> Your boyfriend or girlfriend continues to pressure you to have sex with him or her when you have tried to tell him or her you don't want to.
>
> You need an extra day to finish a report for your health class, but you're afraid to ask the teacher for more time.
>
> An old friend keeps offering you drugs in an attempt to rekindle your friendship, even though you have tried to convince him or her that you aren't interested.

Distribute the "Homework: Assertive Requests" handout and go over directions with students.

Looking Ahead

Tell students that tomorrow they will be reviewing the three types of behavior: passive, aggressive, and assertive. They will also review the consequences of these behaviors and will look at assertive refusals.

Handout

Scripts: Assertive Requests

Name ________________________________

Child: Dad, I need to talk to you about money.

Father: Okay, what's on your mind?

Child: Well, there are certain things that I'd like to buy, like a bike, and the money you give me as an allowance isn't enough.

Father: I understand. So what do you propose?

Child: Well, I thought I could earn extra money by mowing other people's lawns, but I'd have to use your lawn mower. Would that be a problem?

Father: No, that would be fine.

* * *

Student: Hi. Do you have a few minutes? I'd like to talk to you about something that has been bothering me.

Teacher: Sure. Have a seat. I'd be happy to help. Now, what's going on?

Student: Well, I'm having a problem working with Tim on the class project. He doesn't want to do his share.

Teacher: I see, tell me more. I think we can work this out.

Student: I'm glad you're willing to listen.

Margaret has been having a terrible time in her science class. Her teacher has already talked to her parents, and her parents warned her that if she didn't improve her grade, she wouldn't be able to spend time with her friends after school.

One day, while the teacher was explaining a science experiment, Margaret thought to herself: "I wish she would explain this in plain English so it makes sense. I can't be good at everything. So what if I don't understand science. Sure, Juan has to be a show off and tell everyone that he knows what is going to happen in the experiment. I feel so dumb."

My example of Margaret's assertive request ____________________

Other examples ____________________

Handout

Homework: Assertive Requests

Name ______________________

Make assertive requests for the following situations.

1. At home your parents play only their favorite stations on the radio.

2. You see one of the bigger kids in the lunch line hassling a smaller kid for money.

3. You're assigned to work on a school project with two kids who don't like each other.

4. You want your mom to take you shopping for new shoes.

5. For extra credit, develop your own situation, and write an assertive request.

Lesson 50

Purpose

To review the concepts of passive, aggressive, and assertive behavior

Materials

"Situation Analysis" and "Success Story: Clara Shortridge Foltz" handouts

Introduce the Lesson

Write today's journal topic on the chalkboard.

> Describe a time when you felt especially good that you behaved assertively.
>
> *or*
>
> Imagine a situation in which you would use assertive behavior.
>
> *or*
>
> Give an example of how you have successfully used an assertive request this week.

Discuss the homework assignment, the "Homework: Assertive Requests" handout. Tell students that today they will review what they have learned about passive, aggressive, and assertive behavior.

Present the Lesson

Conduct a review of passive, aggressive, and assertive behavior. Distribute the "Situation Analysis" handout and explain the activity.

> "On your handout, write down a situation showing passive, aggressive, or assertive behavior. Do not name the behavior. Do not put your name on your paper. (Have handouts numbered according to class roll or some other identifying manner so they can eventually be returned to the original writer.)
>
> "I am going to collect your paper and pass it to someone else. That person is going to name the type of behavior and at least two consequences (positive or negative) of that behavior."

Give students approximately five minutes to write their situations. Collect the papers, pass them to other students, and reiterate that students should describe the behavior (passive, aggressive, or assertive) used in the situation written on the paper they receive and write at least two consequences of the behavior.

Collect the completed papers. The papers can be anonymously read to the class and discussed or they can be discussed in groups. At the end of the activity, return the papers to the original situation author.

Follow Up

Practice sending assertive messages by role playing one or more of the following situations (teacher with a volunteer, students with partners, or in cooperative groups):

> Your best friend chose to go to a movie last night rather than stay home and do homework. Now she wants to copy your homework.
>
> You want to stay home and listen to a new album you've been anxious to hear, and your good friend wants you to go play ball at the park.
>
> Your favorite aunt wants you to go to the ballet with her. You don't want to go.

> Your science teacher wants you to put your science experiment in the science fair, but you are afraid it is not good enough.

Distribute and read the "Success Story: Clara Shortridge Foltz" handout. Have students describe Clara Foltz's assertive behavior and state the consequence of her behavior. Ask students, "What kinds of personal insults and social pressures do you think an assertive woman like Foltz was subjected to?

Looking Ahead

Announce your chosen curriculum option for weeks 11 and 12. Your choices are the tutoring skills unit or the special class project.

Handout

Situation Analysis

Name ______________________________

Student 1: Write a situation showing passive, aggressive, or assertive behavior.

Student 2: Describe the type of behavior used in the above situation.

Explain the consequences of the behavior.

Handout

Success Story: Clara Shortridge Foltz (1849–1934)

Name ____________________________

Success comes most often to those who assertively pursue what they believe in. That's what Clara Shortridge Foltz did, and she became the first woman to practice law in the state of California.

Foltz was born in 1849. During that time, lawyers didn't graduate from law schools like they do today. Instead, they "read law" in the office of a practicing attorney until they knew enough to pass the state bar examination.

Foltz knew she wanted to be a lawyer, but she also knew that California law said that the practice of law was restricted to "any white male if he was of the right age, moral character, and had knowledge of the law."

This didn't stop Foltz. She rewrote the law statute, making it gender neutral, by crossing out the word "male." And she began her fight before the state's male-controlled legislature to get her rewritten bill passed and the law changed. Foltz met many men who believed that women belonged in the home, yet she repeatedly argued *assertively* in defense of her bill. Eventually, the bill narrowly passed, but that wasn't the end. Foltz still had to use her assertive skills to make sure the governor didn't veto the bill.

Finally, in 1878, Clara Shortridge Foltz became the first woman in California licensed to practice law.

Questions:

How did speaking assertively help Foltz achieve success?

What are the risks Foltz took by being assertive?

What are the risks you take when being assertive?

The word "white" was still included in Foltz's version of the law statute. If you wanted to change the statute so that it was also nonracist, how could you use assertiveness skills?

Supplemental Activities

1. Have students write an editorial promoting assertive behavior based on one of the examples they found in the newspaper.

2. Select students to role play the following situations:

    - You are talking to your mom. You want to stay out until 11:00 P.M., and your mother wants you in by 9:30 P.M.

    - You are talking to your older sister. She doesn't want to take you with her to the shopping mall.

    - You've been waiting in line for forty-five minutes to buy a concert ticket, and somebody comes up and wants to cut in front of you.

    - Your teacher turns around and accuses you of talking during the film. You know the guilty person is someone else.

Ask the class to identify the type of behavior used and to explain what would cause a person to behave in that way.

Week 11: Tutoring or Class Projects 1

Planning Guide

An important part of the Going Places class is creating opportunities for success. These two weeks represent a good opportunity for students to begin to apply, on a larger scale, the skills they have been learning in class.

You have several alternatives for these two weeks; choose one of the following:

1. A tutoring unit, followed by a cross-age tutoring opportunity (usually one weekly session) at a nearby elementary school or a peer tutoring opportunity at the school with students of lesser ability (perhaps students with learning disabilities).

2. A Going Places recruitment drive for next year's class. This drive would be planned and implemented by students, using the skills (decision making, communication, assertiveness) learned in class. The process would require students to evaluate the program, develop recruitment strategies, and implement their strategies. If options 2 or 3 are chosen, the teacher will need to review and reemphasize the skills learned in the previous lessons, i.e., self-esteem, communication, decision making, and assertiveness.

3. One or more class or school projects. The following are a few examples:

   - school clean-up campaign
   - popcorn sale for field trip money
   - schoolwide Teacher Appreciation Week with a special event each day, such as card day, flower day, and so on
   - school observance of one of the following: Women's History Week, Women's Opportunities Week, National Brotherhood Week, Martin Luther King Day, American Indian Day, or an occasion or event of the class's choosing

If you select the tutoring unit, use the ten lessons provided for weeks 11 and 12.

Before the tutoring unit begins: Because this two-week unit is designed to teach students the skills they need to be successful cross-age tutors, it is *very important* that the students be given the opportunity to share their skills. It is up to the teacher, school counselors, and administrators to identify tutoring opportunities, either at the Going Places school site or at a nearby elementary school. If the local high school has a cross-age tutoring program, the Going Places curriculum can be modified to prepare students for that opportunity.

If you choose to do the tutoring unit you should review the planning guide for week 12 at this time, so that you have ample time to arrange for speakers and assistants.

Lesson 51

Purpose

To understand the concept of cross-age tutoring as it relates to the Going Places curriculum; to practice meeting a student to be tutored

Materials

"How Can a Tutor Help?" and "Introducing Yourself to the Student" handouts

Introduce the Lesson

Review briefly the advantages of assertive behavior and how to make assertive requests. Explain that today the class is beginning a two-week unit on cross-age tutoring. Tell students that this unit will review and use many of the ideas and skills they have learned so far, including self-esteem, decision making, communication, and assertiveness.

Present the Lesson

Brainstorm with students a definition of "tutor," and agree upon a working definition. (For example, a definition might be to guide or instruct someone on an individual basis in a specific subject or for a special purpose.)

Discuss the idea of "cross-age"—i.e., older students helping younger students—and add to the definition of tutor (for example: older students helping younger students on an individual basis in a specific subject). Point out that sometimes tutoring may take place with students of the same age who are differently abled in some way.

Discuss the difference between a tutor and a classroom teacher.

> "A teacher is an adult with special training and education. A teacher's role is to teach. She or he decides what students learn and what materials to use. A cross-age tutor's job is to help a younger student learn by providing individual attention, encouragement, and extra learning activities. A tutor reviews or reteaches material already taught."

Create a fictional student to refer to throughout the discussion. See the Amanda story below as an example.

> "Amanda is having trouble with reading. She is eight years old and in the third grade. She has big eyes, skinny legs, and her clothes are all hand-me-downs from her older sister, Emily. Emily is thirteen years old and beautiful. Amanda feels ugly by comparison. She is in the slowest reading group, and because her reading skills are poor, she has trouble in other subjects too. Therefore, she thinks she is stupid and can't learn. Her teacher, Ms. Baily is very good, but she has twenty-eight students in her class for six and one-half hours every day, and she doesn't have the time to teach each child individually. You, as Amanda's tutor, can't solve all her problems, but there are some things you can do to help."

Distribute and discuss the "How Can a Tutor Help?" handout. Relate tutoring to what students have already learned about the following concepts:

- *Self-esteem.* Ask students to think back to the self-esteem lessons. Ask what they think might be happening to Amanda's self-esteem. Encourage students to think of personal experiences of low self-esteem to relate to Amanda. Then ask, "What can a tutor do to raise Amanda's self-esteem?" Go through the handout, and discuss how each point can help Amanda improve her self-esteem. Remind students that they want Amanda to feel successful.

- *Values.* Remind students that there are no rights or wrongs to values. Emphasize that their job as a tutor is not to change someone else's values. Say: "Amanda may be from a different culture than yours and have different values. Even if she is from the same culture, she may have different values. For example, maybe Amanda's hero is Lynette Woodard, the first woman to play for the Harlem Globe Trotters. Maybe you don't think women and men should play professional sports together. Do you tell Amanda she is wrong? What can you do as a tutor to incorporate Amanda's interests and values into your tutoring?" (For example, if Amanda loves basketball, a tutor might make up a reading game that relates to basketball, such as earning two points for a correct answer.)

- *Communication.* Emphasize that the basis of a tutor's relationship with his or her student is the ability to communicate with the student. Remind tutors that communication includes listening to the student and being aware of the student's nonverbal communication.

- *Decision Making.* Point out that like all other activities, tutoring will require the student tutors to make many decisions—what to say, which activities or materials to use, how to encourage students who don't feel good about themselves or their abilities, and even how to dress.

- *Assertiveness.* Explain that as a tutor, they have to take charge of the lesson and interactions with their students. In other words, they have to be assertive--in praising, correcting, and staying on task.

Discuss what to do when meeting a student to be tutored for the first time. Ask students what they think they should do when they meet the student they will be tutoring for the first time. Write their responses on the chalkboard.

Distribute the "Introducing Yourself to the Student" handout, and have students compare their suggestions with those given on the handout. Discuss. Select a student to role play the tutor in the following situation:

Tutor: Hi. My name is Anna.
Student: Hi.
Tutor: What's your name?
Student: Amanda.
Tutor: What are you doing in class today?
Student: Well, we get to finish our crafts project this afternoon.
Tutor: That sounds like fun. What are you making?
Student: We are making a sand painting.
Tutor: I'd like to see it when it's finished. Will you show it to me?
Student: OK.
Tutor: What do you like to do besides making crafts?
Student: Sometimes I make model airplanes.
Tutor: You must be good at working with your hands. I hope you'll show me how to make a model sometime. (pause)
Today I'm going to help you learn some things I know something about. Let's get started with our lesson now.

Point out what has happened in this brief exchange: the tutor broke the ice, showed an interest in the student, and said something positive to the student—all in a couple of minutes.

Discuss items 5–7 on the handout emphasizing the words "respect," "positive," and "encouraging."

Allow students to get into their cooperative groups and to role play meeting their new tutoring student. Have them practice meeting students with different personalities and attitudes: a shy student, an angry student, a nervous student, a playful student.

Follow Up

Instruct students to write down ways they feel they can help by tutoring someone. Then have students list the ways the tutoring process will help them feel successful.

Looking Ahead

Tell students that tomorrow they will talk about learning styles and developmental stages, two things that affect the way a tutor communicates with a student.

Handout

How Can a Tutor Help?

Name ______________________________

1. Help students improve their self-esteem by giving positive feedback on their performance.
2. Being a good role model—someone who is positive about her or his own ability to learn.
3. Give personal, one-on-one attention.
4. Make learning more fun by providing activities and materials that relate to the students' interests.
5. Allow students to learn at their own pace.
6. Allow students to make mistakes without being afraid of looking bad in front of others.
7. Provide activities that enable students to be successful.

Handout

Introducing Yourself to the Student

Name ______________________________

1. Smile.
2. Tell the student your name.
3. Ask her or his name.
4. Talk a little. Show an interest in the student, and find out something about the student.
5. Spend most of your time tutoring, not talking. (Keep the introduction time short.)
6. Treat your student with respect. Call him or her by name; avoid nicknames or phrases like "Hey you."
7. Be positive and encouraging. Avoid such negative statements as "I'm here to tutor you because you're so lousy in reading."

Lesson 52

Purpose

To understand variations in learning styles; to understand that different learning activities are appropriate for different ages

Materials

Painting or other example of abstract art, "Learning Styles Inventory" and "The Child from Five to Eleven" handouts

Introduce the Lesson

Write the following quotation on the chalkboard, and discuss how it might relate to tutoring:

> "You can never really understand a person until you climb into that person's skin and walk around in it." (Harper Lee, *To Kill a Mockingbird*)

Tell students that today they are going to look at how people learn. Explain that each person has his or her own unique way of learning, and sometimes this style is not consistent with the way things are taught in school. Because of this, a learner may feel unsuccessful.

Present the Lesson

Discuss the concept of learning styles. Remind students that people are different: they have different values, they have different interests, and they have different ways of learning. Reiterate that every person is unique, including the younger students they will be tutoring.

Discuss how different people absorb information in different ways.

> "How many of you notice when a friend changes hairstyle or gets a new pair of jeans? How many of you don't?
>
> "People respond differently to art. (Hold up an abstract drawing, painting, or poster, and have students look at it for a minute.) How many of you are trying to figure out what this is? How many of you are just responding to the mood of the painting or the colors? Why is there a difference when everyone is looking at the same thing?
>
> "People also do things differently. How many of you have a routine that you follow every morning? Do you get upset when something disturbs the routine? How many of you try to change the way you do things, just to keep from getting bored?
>
> "In a classroom, some students understand the information right away. Others have a hard time understanding or relating to the information presented.
>
> "How we respond to things, how we go about doing things, and how we learn, make up our personal style. Our style affects what we're willing to do. For example, how many of you can sit for hours trying to figure out where a certain piece fits in a jigsaw puzzle? How many of you find it a waste of time? How many want to know the practical purpose of something before you do it? (I won't need math when I grow up. I'll just use a calculator.) How many enjoy learning something new, even if it has no immediate practical use?
>
> "When we apply our personal style to learning, we call it our 'learning style.' Our style is generally consistent from age to age. For example, if you carefully lined up your blocks in a straight line when you were a toddler or studied every detail of a picture before turning the page, you are probably still orderly and systematic in your approach to learning. If you were always out building things in the backyard or taking apart your mother's household appliances, you probably still prefer to learn by doing.

"By knowing someone's learning style, you can communicate more effectively with that person. It's very likely that the student you will be tutoring has a learning style different from yours, so it is a good idea to be aware of some basic learning styles."

Review different learning styles.

- *Visual.* A person with a visual learning style learns best from diagrams, pictures, charts, or anything that he or she can look at.

- *Auditory.* A person with an auditory learning style understands best by listening.

- *Haptic.* A person with a haptic learning style needs the sensation of touch and/or movement. This person learns best by doing or feeling something.

Relate learning styles to tutoring. Ask students what they could do for a student who is having trouble learning to recognize certain words. (If the student is visual, matching each word with a picture may help. If the student is auditory, telling a story that uses the words or talking about the words may help. If the student is haptic, having him or her write out the words or act out ideas using the whole body may help.)

Explain that by presenting the information all three ways whenever possible a student will be able to learn even more effectively.

Administer the "Learning Styles Inventory." Tell students that by being aware of their own learning styles, they will be better able to recognize the different learning styles of the students they tutor. Point out that they may also begin to understand the reasons why they have difficulties learning, and they may discover their own best ways to learn.

Go over the inventory with students, clarifying as necessary. Allow students approximately five to seven minutes to complete the inventory. Briefly discuss the results of the inventory. Emphasize to students that not everyone has a dominant learning style. Some people are able to learn in a variety of ways.

Discuss the developmental stages of children.

Distribute the "The Child from Five to Eleven" handout. Explain that even though learning style is generally consistent from age to age, there are definite stages in a child's growth that affect her or his readiness and ability to learn. Tell students to think about what they did in kindergarten and then think about what they did in fifth grade. Ask: "Would a tutor give a five year old the same learning activities as a ten year old? Why or why not?"

Review the characteristics and suggestions on the handout, asking students to use brothers, sisters, cousins, and other children they know to agree or disagree with the descriptions. Instruct students to underline key words in the handout.

Encourage students to refer to this handout when they begin to tutor, reviewing the characteristics of the age group they will be tutoring. Recommend that they check the characteristics of a child a year older and a year younger as well, because not everyone develops at the same rate.

Follow Up

Ask students the following questions:

1. Is it fair to begin tutoring a student with expectations of what that student should know or how fast he or she should learn? Why?

2. What is a better attitude?

3. How can you determine a student's learning style?

Reiterate to students that because they may not thoroughly understand a student's learning style, they should present information in as many different ways as possible.

Looking Ahead

Tell students that tomorrow they will talk about effective ways of working with a student in a tutoring situation.

Handout

Learning Styles Inventory

Name ______________________________

Circle the numbers of the statements that apply to you.

1. You talk to yourself or read aloud.
2. You put things back where they belong without being reminded.
3. You use your fists before your mouth in an argument.
4. You have always had a tendency to make errors when copying from the chalkboard (such as omitting letters, words, and lines of print).
5. You dislike drawing.
6. Your speaking voice is either too loud or too soft.
7. You often mispronounce common words.
8. You usually have verbal excuses for your misbehavior.
9. You are poor at ball-playing skills (throwing and catching).
10. You have a short attention span for paper-pencil tasks.
11. You are good at noticing details.
12. You are good at taking gadgets apart and putting them back together again.
13. You have always enjoyed books and pictures.
14. You read with lip movement.
15. You like to thump your buddies on the back in friendship and nudge friends in fun.
16. You have hard-to-read handwriting.
17. You sing well and remember words and tunes; you can keep place when harmonizing or singing in rounds.
18. You always have trouble remembering words to songs or poems.
19. You keep a neat and tidy desk.
20. You have always enjoyed working puzzles.

21. You tend to chatter a lot, distracting others around you.

22. You tend to omit problems or answers on a work page.

23. You use your hands and facial expressions when talking.

24. You like to feel or touch everything you walk past or stand near.

25. You generally don't notice odor or smells, temperature, or textures around you.

26. You often feel tense and unsure when you have to give oral answers.

27. It is difficult for you to follow verbal directions.

28. Telling stories is fun for you, the "bigger" the story the better.

29. You have always reversed letters and words in reading and writing (for example, was for saw).

30. You are best at following verbal instructions.

What is your learning style? Circle the numbers below that correspond to the numbers you circled in the inventory.

Visual strength symptoms 2, 11, 13, 19, 20

Visual weakness symptoms 4, 10, 14, 21, 22

Auditory strength symptoms 1, 8, 17, 28, 30

Auditory weakness symptoms 6, 7, 18, 26, 27

Haptic strength symptoms 3, 12, 15, 23, 24

Haptic weakness symptoms 5, 9, 16, 25, 29

Learning strength(s) ______________________________

Learning weakness(es) ______________________________

Handout

The Child from Five to Eleven

Name ______________________________

Development is a combination of growth and maturation, of internal and external changes. There is a definite order to a child's stages of development, and it can be harmful to try to force the process. For example, young children won't walk before their muscles are ready for the task, and it can be both dangerous and upsetting for them if someone tries to force them to walk before they are ready. Therefore, it is important that a tutor present children with tasks they are developmentally ready to accomplish.

Between the ages of five and eleven, children change slowly. The following characteristics are typical of average children between five and eleven. It is important to remember, however, that each child is unique and has an individual growth pattern. Some five year olds may have many seven-year-old traits, and some eight year olds may at times seem more like six year olds. Therefore, you should use these descriptions as a general guide only. *Every child you tutor is one of a kind.*

Typical five year olds feel good about their world. They want to please. They are usually content with themselves and will usually try only what they can accomplish.

Typical six year olds love stories, displaying their work, sharing, and anything active. They are quick to move from one extreme to another. They will be happy one moment and angry the next. It is often difficult for them to finish a task, and it is very difficult for them to make a decision. When given a choice, they want both. They are not being selfish; it is just hard for them to give up one choice for another.

Typical seven year olds love to erase the chalkboard and love to collect things. Their desks can look like the hole of a pack rat. They are easily sidetracked and often lose things. This age group craves attention. They want to know exactly what to do and when to stop. When they are tired, they might make noise, shove things around, or behave in unacceptable ways. Some seven year olds prefer to work and play alone. The seven year old will complain a great deal.

Typical eight year olds are outgoing, eager to talk, and have a strong sense of fairness. They love variety in what they are doing and love to dramatize. At times, they cannot complete a task because they set their goals too high. Failure may bring tears, but they will always start something new. Eight year olds need extra time to settle down when they come into the classroom. Although the teacher is important to this age group, they begin to be more group-oriented and to prefer their peers.

Typical nine year olds have many interests, likes, and dislikes. They love secrets, receiving letters, and collecting things. They also like to express themselves and will talk endlessly on a subject of interest. Nine year olds have a growing capacity to work independently. They will often complain loudly about an assignment, but they will complete it. Although this age group wants good grades, the teacher is a less important person in their lives.

Typical ten year olds are well adjusted and relaxed. Teachers usually enjoy working with this age group. They are becoming quite social and can be reasoned with. Leadership qualities are beginning to develop. They enjoy their teachers, yet want to do things with their own age group. Ten year olds like secrets, clubs, and heroes. They argue over matters that seem trifling to adults but are important to them. Boys and girls fight continually.

Typical eleven year olds are pretty satisfied with themselves. They are growing in courtesy, honesty, and fairness, and gaining in ability to accept responsibilities. This age represents the quiet before the storm of adolescence. It is a good time to practice skills already learned.

Lesson 53

Purpose

To understand the difference between task and person appraisals and their importance in tutoring

Materials

"Appraisal Repair: Changing Person Appraisals to Task Appraisals" handout

Introduce the Lesson

Review briefly the concepts of learning styles and developmental stages. Tell students that today they will learn about the concepts of person and task appraisals.

Present the Lesson

Introduce and discuss the concept of person appraisals.

Write the word "appraise" on the chalkboard, and define it for the class.

> "Appraise means to decide the value of something: you appraise the value of a new car; you have your house appraised by a real estate agent to see how much it is worth. But when we apply the word to people, it means a judgment. We decide what kind of person someone is based on what we see or know about that person. This is called '*person appraisal.*'"

Write the words "person appraisal" on the chalkboard, and give some examples.

> "When you say, 'My math teacher is nice' you're making a person appraisal. To say to a person, 'You're always wrong' is also a person appraisal. Can you think of other person appraisals?"

Discuss the dangers of person or personal appraisals.

> "Sometimes our person appraisals can be wrong, especially if they are based on very little information. For example, if a very tall boy walked into this class, you might assume he plays basketball. You make that appraisal of him based on his height. But maybe he doesn't like basketball. Maybe he plays the guitar and writes songs instead. In other words, it doesn't necessarily follow that because he's tall, he plays or even likes basketball.
>
> "Think about personal appraisals we make based only on a person's sex. When you are waiting in a doctor's office and a woman enters, do you assume she is the nurse? Practice avoiding making assumptions that are based only on a person's sex, appearance, clothing, or skin color."

Relate personal appraisals to tutoring.

> "Because Luisa hates math, or is having trouble reading, can you assume she is stupid or unable to learn? Some very bright people can't spell; some great writers can't add a column of numbers. Einstein didn't talk until he was four years old. On the other hand, if you get a question right, does it mean you're smart? If Luisa spells a word correctly and you, as her tutor, say, 'You're smart Luisa,' how might she feel? Maybe she doesn't feel smart, but she is still glad she got the answer right. That's why we need to use *task appraisals* in tutoring."

Introduce and discuss the concept of task appraisals. Write the words "task appraisal" on the chalkboard. Explain that task appraisal refers to how well someone does a job. Give some examples.

"You did a good job washing the dishes—they're really clean."

"Your essay made some good points about life in Jamaica."

"Your handwriting needs improvement."

Ask students if they are able to tell the difference between a person appraisal and a task appraisal. Explain how a task appraisal differs from a person appraisal.

> "Sometimes we get task appraisals and person appraisals confused. For example, you just fell off your skateboard and your buddy says, 'You're clumsy.' That's a person appraisal for something you've done, and it makes you feel bad. Instead, a task appraisal can be substituted. 'You leaned too far forward on that curve. Try again.'
>
> "A task appraisal gives you information that can help you learn and improve. For example, you are having trouble learning some new dance steps, and your friend says 'You've got two left feet.' That comment can make you feel clumsy and unable to learn. A more appropriate task appraisal would be 'I think this step is your problem. Watch while I do it slowly. Then you try it!'
>
> "Notice that task appraisals give you information about where you need to improve and where you are doing well. In other words, a task appraisal can be positive or negative. Both types of task appraisals are necessary and important. A good task appraisal gives someone the feeling that he or she can do something about the problem."

Read the following aloud, and ask students to decide whether each is a task or a person appraisal:

Mary ran faster yesterday than she did last week. (task)
You're stupid. (person)
Your punctuation is wrong in this sentence. (task)
Jane looked beautiful on the stage. (person)
You forgot to wipe off the sink. (task)
You can't do anything right. (person)
Your answers to the math problems are all correct. (task)
My brother is a spoiled brat. (person)
The cookies Sam baked are delicious. (task)
I don't understand why you're always so forgetful. (person)
The new boy at school is really cool. (person)
The colors you used in your painting are beautiful. (task)

Distribute the "Appraisal Repair: Changing Person Appraisals to Task Appraisals" handout. Instruct students to make each of the person appraisals into helpful task appraisals. Then have them break into cooperative groups and share their appraisals.

Follow Up

Select students to share their task appraisals from the handout with the class.

Ask students the following questions:

1. What type of appraisal—person or task—makes you *feel* better? Why?
2. Which type of appraisal is most helpful? Why?
3. Which type of appraisal do *you* mostly give to others?

Looking Ahead

Encourage students to become aware of the types of appraisals they receive from and give to others.

Tell students that tomorrow they will practice using task appraisals in tutoring.

Handout

Appraisal Repair: Changing Person Appraisals to Task Appraisals

Name ______________________________

Person	**Task**
Example: You're so dumb.	You need more practice on your multiplication tables.
Can't you be nice once in a while?	
Tom is a nice person.	
My brother is a slob.	
Susan sure is strange.	
Michelle was the star of the game.	
Mr. Smith is grouchy.	
Ms. Moore is a good teacher.	
Carla is no fun to be around any more.	

Lesson 54

Purpose

To practice using positive and negative task appraisals in tutoring

Materials

"Using Task Appraisals in Tutoring" handout

Introduce the Lesson

Review briefly person appraisals and task appraisals. Ask students to share incidences of person and task appraisals they experienced since they left class yesterday. Tell students that today they are going to practice using task appraisals in tutoring situations.

Present the Lesson

Discuss and role play using positive task appraisals. Using Amanda as an example, ask what a tutor should do when Amanda gives the right answer. Explain that the tutor should tell the student she or he is right everytime she or he gives a correct answer. Ask for a student volunteer, and role play the tutor reviewing multiplication with Amanda.

Tutor: Three times eight.
Amanda: Twenty-four
Tutor: That's right. Three times seven.
Amanda: Twenty-one
Tutor: That's right. Three times six.
Amanda: Eighteen
Tutor: Right again.

Explain that the tutor is using positive task appraisal to give the student immediate feedback on every right answer. The trick is to do it *every time* the student gives a correct answer. Write boldly on the chalkboard EVERY TIME! Tell students that it may seem boring or repetitious to give positive task appraisals each time a student answers correctly, but it's important. Remind students that they will be working with students who are probably having trouble with a subject and may have low self-esteem, too. A positive task appraisal will make him or her feel good every time he or she answers correctly.

Role play the same lesson leaving out the positive task appraisal.

Tutor: Three times eight.
Amanda: Twenty-four
Tutor: Three times seven.
Amanda: Twenty-one
Tutor: Three times six.
Amanda: Was I right?
Tutor: I would have told you if you weren't. Three times six.

Explain that even though it may seem monotonous to the tutor, young students like to be told every time they are right. If it is only done sometimes, the student may become confused and hesitant. Stress that a tutor is not a drill instructor. The purpose of tutoring is to help others learn, not to confuse them or make them obey orders.

Tell students that another important responsibility of a tutor is to praise the student several times during the session when she or he is doing a good job. Encourage your students to use positive statements like: "You're doing a great job today," "You've really improved your times tables since I was here last," or "Keep up the good work."

Read the following situation, and the answer choices aloud: Your student has answered correctly five questions in a row. What is the best thing for you as the tutor to say?

1. Okay. Now here's the next one.
2. This is too easy for you.
3. That's right. You're doing a great job today.
4. You're a smart kid.

Stress that when a student is doing well, he or she likes to hear about it. It is important, however, to use task appraisals instead of person appraisals. Amanda may not feel like a smart person, but she does feel good that she knows her times tables through the threes.

Discuss and role play using negative task appraisals.

> "Of course students don't always answer correctly. Sometimes they give the wrong answer, and sometimes, they won't answer at all. What do you do if you are practicing spelling words with Amanda and she gives a wrong answer or just sits there with a puzzled look on her face?
>
> "First, tell Amanda to look at the right answer. Then, say the right answer. Next, have Amanda say the right answer. And last, but not least, give Amanda encouragement."

Role play the following with a student:

Tutor: Spell the word "mouse."
Amanda: M-O-U-C-E
Tutor: Look at the word, Amanda. It's spelled M-O-U-S-E. Now, you spell it.
Amanda: M-O-U-S-E
Tutor: That's right. You can do it, Amanda. Now let's try another one.

Or, if she gives no response at all, try the following:

Tutor: Spell the word "mouse."
Amanda: (No response)
Tutor: Here's the word, Amanda. (Point to the word.) It's spelled M–O–U–S–E. Now you spell it.
Amanda: M-O-U-S-E
Tutor: That's right.

Point out that this approach helps the student learn the word in a very short period of time.

Distribute the "Using Task Appraisals in Tutoring" handout. Go over the handout as a class, clarifying as necessary. Discuss what *not* to do when a student responds incorrectly.

- Never spend time giving the student hints. It takes too long and can be confusing. ("Close. You're only one number off. Guess again.")
- Never use negative person appraisals. ("Obviously you're a lousy reader.")
- Never take away from the student's self-esteem by making her or him feel bad about giving the wrong answer. ("What a stupid answer. You can do better than that!")

Follow Up

Ask students which type of appraisal they think is the easiest to give. Why?

Have students log negative and positive person and task appraisals as they go through the rest of the school day and over the next two or three days. Encourage students to be aware of how each type of appraisal makes them feel. Tell students to be prepared to share specific task appraisal experiences with the class.

Looking Ahead

Tell students that tomorrow they will practice what they have learned this week.

Handout

Using Task Appraisals in Tutoring

Name ______________________________

What to Do When a Student Answers Correctly

1. Tell the student he or she answered correctly—*every time.* For example, say "That's right" or "You are right."
2. Praise your student several times during the lesson when she or he answers several questions correctly. For example, say "You're doing a great job today" or "Keep up the good work" or "You have really improved since last week."

What to Do When a Student Answers Incorrectly

1. Ask the student to look at the right answer.
2. Say the right answer.
3. Have the student say the right answer.
4. Give the student plenty of encouragement.

Suppose you ask Amanda to point to the word "mouse," and she does it correctly. What is the best thing for you to say?

1. "Now point to the word 'house.'"
2. "Very good, Amanda. That is the right answer."
3. "Point to the word 'mouse' again."

Suppose you say to Amanda "Read this word." The word is "house," and she reads "mouse." What is the best thing for you to say?

1. "You're wrong again."
2. "No, you dumb kid. It's 'house.'"
3. "Look at the word. The word is 'house.' Now you say it."

Suppose Amanda has just given a wrong answer. What should you say?

1. "The answer is 'catch.' Now you say it."
2. "It rhymes with 'patch.' Guess again."
3. "Look at it again. This word is 'catch.' Now you read it for me."

Lesson 55

Purpose

To practice the skills developed this week; to prepare for tutoring

Materials

Varies according to activity selected

Introduce the Lesson

Write today's journal topic on the chalkboard.

> What is your best subject? How do you think you could help someone else learn this subject?
>
> *or*
>
> What has been your most embarrassing moment as a student? How would you like to rewrite that moment if you could go back and change it?

Discuss homework.

> "Yesterday for homework you were asked to log negative and positive person and task appraisals as you went through the rest of the school day. Let's discuss what you experienced."

Instruct students to continue to log their experiences with person and task appraisals. Stress that as they become more observant of person and task appraisals, they will be more sensitive to their students when they begin to tutor.

Present the Lesson

Share journal entries from homework.

Select one of the supplemental activities for this week.

Follow Up

Depends on the activity selected.

Looking Ahead

Remind students to continue to log the negative and positive task and person appraisals they observe. Tell them that during the next class they will learn how to use assertive responses in tutoring.

Supplemental Activities

1. Discuss the "General Learning Modality Checklist" on the next pages. Ask students: Which of these characteristics relate to you? Have these characteristics made it easier or harder for you to be successful in school?

   Have students choose one learning characteristic that could make it harder to learn in school and design an activity that would take into consideration that characteristic. (For example, if a student is unable to follow verbal lessons, lessons might be given in writing or in picture form.)

   Have students work in cooperative groups to compare their lessons and brainstorm other ways of designing lessons based on learning characteristics.

2. Have students develop a series of learning activities for reading or math that are appropriate for each of the three learning styles. If students know the grade level of the children they will be tutoring, the lessons can be designed for that level.

3. Have students divide into their cooperative groups and write three examples of each of the following: positive task appraisals, negative task appraisals, positive person appraisals, and negative person appraisals.

Handout

General Learning Modality Checklist

Name _______________________________

Auditory Strength Symptoms

_____ Talks to self frequently or reads aloud
_____ Tells stories, even "tall" ones, interestingly
_____ Sings well and remembers words and tunes; when older, can keep place in a round or harmonize
_____ Can tell you his or her address and telephone number
_____ Can call home on the telephone and find needed information
_____ Has a broad speaking vocabulary (precocious)
_____ Plays with words—makes up rhyming nicknames for friends (or enemies), singsongs jump-rope chants
_____ Enjoys records, folk dancing, rhythms
_____ Has verbal excuses for any misbehavior
_____ Likes poems, riddles, and jokes and can remember and retell them
_____ Can recite TV commercials "word for word"
_____ Can follow verbal directions
_____ Can remember names of things, people, and places
_____ Has good word attack skills
_____ Responds to a phonetic reading program

Auditory Weakness Symptoms

_____ Uncommunicative behavior (limited ability to verbalize reasons for behavior)
_____ Tense, unsure oral answers
_____ Inability to follow verbal directions
_____ Lack of memory for letter names
_____ Difficulty with phonetic concepts
_____ Expressionless oral reading (reads in a monotone)
_____ Bored behavior
_____ No sense of rhythm (can't keep time)
_____ Too loud or too soft speaking voice
_____ Mispronunciation of common words
_____ Inability to remember words of songs or poems
_____ No sense of likeness and difference in sound
_____ Poor memory for phonetic sounds and difficulty with sound blending
_____ Use of inappropriate or substitute names for items (whatchamacallit, gizzmo)
_____ Immature speech patterns and sentence structure (baby talk)
_____ Poor comprehension of time and dates (yesterday, tomorrow, next month, holidays)
_____ Inability to work in a busy and noisy classroom
_____ Poor word-attack skills
_____ Easily distracted

Visual Strength Symptoms

_____ Enjoys books and pictures
_____ Keeps a tidy desk
_____ Puts things back where they belong
_____ Can be relied upon to get to the principal's office with a note, locate the custodian, and so on
_____ Finds items other children lose
_____ Catches all your typographical errors
_____ Remembers where you put the book, record, and so on that you mislaid
_____ Notices details
_____ Is one of the first to find the right page in a book or workbook
_____ Likes to work puzzles
_____ Uses balance and good spatial arrangement (perspective at a higher level) in her or his drawings and paintings
_____ Has a good sight vocabulary

Visual Weakness Symptoms

_____ Distracting chattering
_____ Short attention span for paper-pencil tasks
_____ Preference for being read to rather than reading or looking at pictures in books
_____ Poorly-formed written letters and lines
_____ Inability to copy designs
_____ Poor memory for letter shapes
_____ Lack of skill in ball playing
_____ Poor memory for visual sequencing
_____ Tendency to make errors when copying from the chalkboard (such as omitting letters, words, and lines of print)
_____ Tendency to write on incorrect lines of a worksheet
_____ Poor spacing of letters and words; crowding of words at ends of lines
_____ Loss of place on a reading page
_____ Skipping of words and lines when reading
_____ Omitting problems or answers on a work page
_____ Auditorizing (reading with lip movement)
_____ Pointing at words with finger while reading
_____ Poor sight vocabulary
_____ Poor spelling
_____ Tendency to confuse letters that look alike
_____ Difficulty keeping place in reading

Haptic Strength Symptoms

_____ Thumps buddies on the back in friendship, nudges friends in fun
_____ Doesn't break pencil point in the middle of a lesson
_____ Takes gadgets apart, and puts them back together again
_____ Likes to play with clay; enjoys the sandbox
_____ Heads for monkey bars, parallel bars, rope climbing on the playground
_____ Never spills the paint, the glue, or the milk at snack time
_____ Uses a handkerchief or napkin without being told
_____ Uses fists before mouth in an argument with peers
_____ Feels or touches everything he or she walks past or stands near
_____ Makes airplanes and fans out of papers
_____ Uses hand gestures and facial expressions when talking

Haptic Weakness Symptoms

_____ Illegible handwriting
_____ Contorted body posture
_____ Inability to color within lines
_____ Difficulty copying design/tracing
_____ Short attention span for paper-pencil tasks
_____ Dislike of drawing
_____ Nonparticipation in playground games
_____ Lack of interest in any activities except television at home
_____ Disinterest in food in general
_____ Unawareness of odor, textures, temperature
_____ Low-key responses
_____ Awkward body movements
_____ Poor muscle tone
_____ Lack of facial expression
_____ Reversals in reading and writing
_____ Poor concepts of laterality and directionality
_____ Poor ball-playing skills (throwing and catching)

Based on observation:

Learning strength(s) ____

____

Learning weakness(es) ____

____

Supplemental Activity

Tutoring Simulation Using Quibblean Spelling

Purpose

To increase awareness of what it is like to be a student learning a difficult lesson

Materials

"Quibblean Spelling Rules and Sample Quiz," "Quibblean Spelling: Answer Key to Sample Quiz," and "Quibblean Spelling Quiz" handouts

Present the Lesson

Assign half the class to be tutors and half to be students that recieve tutoring. Pass out the "Quibblean Spelling Rules and Sample Quiz" and the "Quibblean Answer Key to Sample Quiz" handouts to tutors, and give them 10–20 minutes to become familiar with the rules. Allow "students" to read silently or do another activity or homework while the tutors prepare.

Pair tutors with students and have them conduct a 15–20 minute tutoring session. Suggest that the tutors review the rules with their students and use the sample quiz to apply the rules. Remind tutors to make sure their students are not just guessing, but that they understand *why* each word is correct or incorrect.

Follow Up

Follow tutoring session with a discussion. Ask those who played students in the simulation: "What did it feel like to be a student with a lesson you didn't understand? Were you nervous, angry, frustrated, confident?" (Write responses on the chalkboard under the heading "Experience of Students.")

Ask those who played the tutor: "How did it feel to be a tutor teaching these rules? Was it easy or hard to be patient? Did you feel confident or worried that the student wouldn't learn?" (Write responses on the chalkboard under the heading "Experience of Tutors.")

Ask those who played the students: "What did you learn that might make you a better tutor?"

Ask those who played the tutors: "What did you learn that might make you a better tutor?"

Distribute the Quibblean Spelling Quiz, and instruct students to complete it individually. Then, have them break into cooperative groups and correct their answers. (*Note:* If time is short, students can complete the quiz for homework, or it can work into a two-day activity.)

Handout

Quibblean Spelling Rules and Sample Quiz

Name ______________________________

Rules

Spelling on the planet Quibble is phonetic, just as it generally is in English. However, as in English, there are some peculiarities in Quibblean spelling. These spelling rules are summarized below.

1. There is no "M" or "N" in Quibblean, but a single sound that is written "MN."
2. When "Z" and "T" appear together, "Z" always follows "T," except at the beginning of words or in words that begin with "Q", then "T" always follows "Z."

   Example: Batz . . . Ztip
3. An apostrophe always separates any letter and a following "Q," unless the word begins with "Q" (see the following example and 4 below).

   Example: Rah'qaroll.
4. None of the above rules apply to words that begin with "Q." Any word beginning with "Q" is correctly spelled no matter what, except that no word beginning with "Q" can have an "MN" in it. (They don't get along.)
5. With the above restrictions, all possible spellings are correct.

Quiz

Directions: Tell whether the words below follow the above Quibblean spelling rules. If they do, write "correct" on the line. If they don't, write "incorrect" on the line.

1. Quiztpid ________________________
2. Quamn ________________________
3. Tzaph ________________________
4. Quaquers ________________________
5. Iztahmnbul ________________________
6. Hatzoff ________________________
7. Ahmntrahq ________________________
8. Quitzvil ________________________
9. Rubahdu'qui ________________________
10. Wahtzub-daq ________________________
11. Nyahr'q ________________________
12. Quahgmnire ________________________
13. Synxx ________________________
14. Ztahtzahlfo'qtz ________________________

Handout

Quibblean Spelling: Answer Key to Sample Quiz

Name ______________________________

(This answer sheet is for the tutors only.)

1. Correct
2. Incorrect (No word beginning with Q can have an MN in it.)
3. Incorrect (T always follows Z at the beg[illegible] of words.)
4. Correct
5. Incorrect (When Z and T appear together, Z always follows T, except at the beginning of words or in words that begin with Q.)
6. Correct
7. Incorrect (An apostrophe always separates any letter and a following Q, unless the word begins with Q.)
8. Correct
9. Correct
10. Incorrect (An apostrophe always separates any letter and a following Q, unless the word begins with Q.)
11. Incorrect (There is no M or N in the Quibblean language, but a single sound that is written MN.)
12. Incorrect (No word beginning with Q can have an MN in it.)
13. Incorrect (There is no M or N in the Quibblean language, but a single sound that is written MN.)
14. Correct

Handout

Quibblean Spelling Quiz

Name ______________________

Directions: Tell whether the words below are correctly spelled in the Quibblean language.

1. Fa'qtzimnle ______________
2. Ahrotziztahrotz ______________
3. Quamn ______________
4. Ztlahbdab ______________
5. Quaquers ______________
6. Mninquahmnpoop ______________
7. Rubahdu'qui ______________
8. Iahmnahrahq ______________
9. Quahgmnire ______________
10. Wahtzmahline ______________

After taking this test, work together in your cooperative groups to correct your answers. Discuss the rules, corrections, and frustrations in working with a "strange" language.

Week 12: Tutoring or Class Projects 2

Planning Guide

This planning guide alerts you to equipment, materials, special preparations, and/or personnel needed for this week's lessons, *in addition to* the handouts or other class materials for the week.

For information regarding planning for the tutoring unit, see the planning guide for week 11.

Lesson 56:	Large sheets of butcher paper (one per group), black markers
Lesson 58:	Arrange for a classroom teacher to speak to students. The speaker can be from your school, a neighboring elementary school, or from a tutoring program at the high school your students will be entering next year.
Lesson 59:	Classroom materials for students to use in tutoring simulations. You may wish to schedule one or two extra adults to supervise tutoring simulations during these two days.

Lesson 56

Purpose

To practice using assertive responses in tutoring situations

Materials

"Assertiveness in Tutoring" handout, large sheets of butcher paper (one per cooperative group), black felt markers

Introduce the Lesson

Remind students that they learned about assertive responses two weeks ago. Briefly review passive, aggressive, and assertive responses. Tell students that today they will practice using assertive responses in tutoring situations.

Present the Lesson

Divide students into their cooperative groups and distribute the "Assertiveness in Tutoring" handout. Instruct the groups to discuss each situation on the handout and to come to an agreement on an appropriate, assertive response. Have each group write its responses on a large sheet of butcher paper. Conduct a class discussion of the responses devised by each group. Discuss the merits of each response, and decide which ones would probably be the most effective.

Follow Up

Ask students the following questions:

1. Is it a tutor's role to be a student's best friend? Why or why not?
2. Should you begin a tutoring session by saying "What would you like to do today?" Why or why not?
3. Do you have to do whatever a student wants, just to keep him or her "on your side"?

Direct students to make up their own tutoring situations. Have them exchange their situations with another student, who should then devise passive, aggressive, or assertive responses. The two students should role play their situations while the class (or a small group) identifies the response and projects the consequences.

Looking Ahead

Tell students that tomorrow they will begin to put together everything they have learned so far into an actual tutoring session. They will start by talking about planning a session and managing their time.

Handout

Assertiveness in Tutoring

Name ____________________________

Develop an appropriate assertive response to the situations listed below.

Example:	Student:	You're a lousy tutor. I don't like you.
	Tutor (passive):	You're right. I guess I'm a lousy tutor.
	Tutor (aggressive):	Well, you're a dumb kid. No one could teach you anything.
	Tutor (assertive):	I guess the activities we have been doing aren't helping you. Let's try something else.

Student: Let's play a game instead of doing math. The teacher won't see us.

Assertive tutor response:

Student: I don't want to do those flashcards. I'm sick of flashcards.

Assertive tutor response:

Student: I can't do it. It's too hard.

Assertive tutor response:

Student: Before we start, I want to tell you all about the baseball game I played yesterday.

Assertive tutor response:

Lesson 57

Purpose

To review the entire tutoring process before starting to practice

Materials

"Tips for Tutors" and "Teacher Interview Form" handouts

Introduce the Lesson

Review briefly yesterday's lesson on assertive responses in tutoring. Tell students that today they will cover aspects of tutoring not covered so far in class. They will also prepare questions to ask the guest speaker tomorrow.

Present the Lesson

Distribute the "Tips for Tutors" handout. Briefly discuss "Working with the Student" section (items 1–8). Discuss the "Managing Your Time" and "Cooperating with the Teacher" sections.

Explain that tutoring sessions usually last about twenty minutes, because it is difficult for younger children to concentrate for longer periods of time. Stress that it is important for the tutor to plan and use this relatively short time period wisely. (The length of the session may vary depending on the situation and age of student.)

Write the parts of a tutoring session on the chalkboard.

Introduction: 2–3 minutes
Learning activities: 15 minutes
Wrap-up: 2–3 minutes

Discuss the three parts to a tutoring session.

- *Introduction.* Briefly review what the class has learned about introducing themselves to the students for the first time. Discuss what they might say in subsequent meetings. (For example, they might ask about the students' progress on a project or talk about the students' interests.) Remind them to be friendly and *keep the introduction brief.*

- *Learning activities.* Briefly review what the class has learned about using task appraisals and assertiveness. Remind them to be patient (time management does not mean rushing the student). Emphasize that the tutor's job is to concentrate on the learning activities for a full fifteen minutes and to work at the student's own pace. Stress that success is not how fast the student is learning, but that the student is learning.

- *Wrap-up.* Encourage your students to end the tutoring session by saying something positive or encouraging about the students' performance. For example, the tutor might say the following:

> "Our time is almost up. You did a great job today (or you really worked hard today, or I think you're beginning to understand this lesson better). Next time, we'll start a new lesson (or work on spelling or review this lesson one more time until we're sure you understand it really well). Good luck in your baseball game. I'll look forward to hearing about it."

Again, discuss tips for managing time and cooperating with the classroom teacher. Also go over the importance of "being yourself" (see items 21–22 on the handout). Ask for questions or concerns about the tutoring process.

Follow Up

Ask students the following questions:

1. Do you feel prepared to begin tutoring?
2. What aspects of tutoring excited you?
3. What aspects of tutoring worry you?
4. What can you do to feel more confident about the experience?

Looking Ahead

Announce that tomorrow they will have a guest speaker—the teacher of the classroom where they will be working as tutors. Pass out the "Teacher Interview Form" handout, and discuss the questions.

Encourage students to add their own questions to the list and be prepared to ask them tomorrow.

Handout

Tips for Tutors

Name ______________________________

Working with the Student

1. Say "That's right" or "You're right" every time the student answers correctly.
2. Smile, and be friendly.
3. Show interest in the student as a person.
4. Call the student by name. Tell the student what you would like to be called.
5. Give the student your full attention.
6. Be a good role model in how you dress, what you say, and how you behave.
7. Be patient. Like everyone else, your student will have good days and bad days.
8. Remember, each child is unique.

Managing Your Time

9. Be on time for every session.
10. Have your materials ready.
11. Before you arrive, review in your mind what you will be doing that day.
12. Be assertive to keep your student on the subject.
13. Wear a watch, or sit so you can see a clock.
14. Write in your daily tutor's log during or immediately after the session. Some examples of information you should include are listed below.
    - where you stopped in the lesson
    - what problems the student had with the lesson
    - questions you want to ask the teacher
    - what you need to do before the next session

Cooperating with the Teacher

15. Be sure you understand your duties.

16. Follow classroom and school rules.

17. Speak softly, so you don't bother others. Always speak to your student in a positive tone.

18. Keep what you see or hear in your student's classroom in the strictest confidence.

19. Don't be afraid to ask questions.

20. If you have suggestions about the lessons or materials for your student, make them in a friendly, assertive way.

Being Yourself

21. Relax, and be yourself.

22. Realize that tutoring, like any other new experience, is a learning process. Admit your mistakes, and learn from them.

Handout

Teacher Interview Form

Name ______________________________

1. What are some of the important characteristics of the students I will be tutoring?

2. How will I find out what you want me to do?

3. What are your recommendations for working with these students?

4. If I have a problem or a question, what should I do?

5. Where will I get (or make) the materials I will need in my tutoring sessions?

(Write additional questions below and on the back of this sheet.)

Lesson 58

(*Note:* This lesson can be implemented any time during the two-week tutoring unit.)

Purpose

To discuss tutoring with a classroom teacher or a guest speaker experienced with tutoring programs

Materials

"Teacher Interview Form" handout distributed yesterday

Introduce the Lesson

Introduce the guest speaker. Encourage students to listen carefully and take notes, as appropriate.

Present the Lesson

Invite students to ask the speaker questions, referring to the "Teacher Interview Form." (*Note:* If there is no guest speaker, have students complete the "Tutoring Simlulation Using Quibblean Spelling" activity found in the supplementary activities section of week 11.)

Follow Up

Ask students the following questions:

1. Do you feel you understand more about the tutoring process now?
2. What did the teacher say about the students you will be tutoring? What are the most important things to remember when you are working with these students?
3. What will you do if you have a question or problem while you are tutoring?

Looking Ahead

Tell students that tomorrow they will practice being both tutor and student. To be the tutor they need to be prepared. For homework, they should prepare a lesson on anything they are good at—academic subject, craft, hobby, and so on. The tutoring lesson should be about ten minutes long. All students will participate—ten minutes as a tutor, ten minutes as a student being tutored, and ten minutes as an observer.

Lesson 59

Purpose

To practice tutoring by role playing

Materials

"Tutoring Simulation Instructions" handout and the materials prepared by students and/or teacher-prepared tutor lessons (for those students that did not prepare their own)

Introduce the Lesson

Review with students the main points of yesterday's guest speaker. Tell students that today each of them will have the opportunity to experience the tutoring process from three perspectives: the tutor, the student, and the observer.

Present the Lesson

Introduce the tutoring simulation activity. Divide the class into groups of three. Assign each person in the group the role of tutor, student, or observer. Distribute the "Tutoring Simulation Instructions" handout. Discuss the instructions for each role. Allow a few minutes for the "tutor" to review the learning materials she or he prepared as homework the previous night and for the "student" to think about the characteristics of the person he or she is role playing.

Conduct the tutoring sessions. Limit the practice session to ten minutes. Direct the observers to complete their rating sheets and to give them to the tutors.

Have students switch roles and repeat the tutoring sessions until each student in the group has had a chance to play all three roles.

Follow Up

Ask students the following questions:

1. Did you learn more about the tutoring process by actually doing it?
2. Have you discovered new questions and/or concerns about tutoring?

Instruct students to write down their questions and concerns, so they can discuss them tomorrow.

Looking Ahead

Tell students that tomorrow they are going to finish the practice tutoring and then discuss their questions and concerns. Let them know they will review what they have learned about tutoring, so that they will be ready to begin their tutoring.

Handout

Tutoring Simulation Instructions

Name ______________________________

General Instructions

1. Relax, and do your best. The purpose of this exercise is to allow you to make mistakes and learn from them.
2. Support and encourage the others in your group. No one is perfect on the first try.
3. Provide each other with useful information (task appraisals).

Instructions for Tutors

1. Concentrate on time management: moving from the introduction to the learning activities to the wrap-up.
2. Be friendly, and call the student by name.
3. Remember to use task appraisals.
4. Be patient, and encourage the student.

Instructions for Students

1. Decide what kind of student you are going to role play. Be consistent. (For example, if you decide to be a shy student, be shy the entire time—not shy one minute and outgoing the next.)
2. Give some right answers and some wrong answers to allow your tutor to practice responding to both.
3. At some time during the role playing, do one of the following:
   a. Suggest the tutor stop the lesson and play a game.
   b. Tell the tutor the lesson is too hard and you can't do it.
   c. Start talking about something you did yesterday instead of paying attention to the lesson.
4. Respond honestly to the tutor's efforts. (Remember, it's your turn next.)

Instructions for Observers

1. Sit quietly a few feet away from the student and tutor. Listen and observe, but do not speak.
2. Using the chart below, rate the tutor on how well she or he conducts the tutoring session. Try to be fair in your ratings and helpful in your suggestions.

Name of person tutoring ______________________

Name of observer ______________________

	Very Good	Satisfactory	Needs Improvement
1. Managed time (including introduction, learning activities, and wrap-up)			
2. Used task appraisals			
3. Kept the student on the subject			
4. Remembered to praise the student			
5. Was patient with the student			

Comments:

Lesson 60

Purpose

To complete the tutoring unit; to address problems or concerns

Materials

"Tutoring Review," "Weekly Tutor Log," and "Daily Tutor Log" handouts

Introduce the Lesson

Choose one of the following journal topics to write on the chalkboard:

Do people ever make assumptions concerning your learning and school work that are incorrect? What assumptions? When this happens, how do you feel?

or

Since you started school, who has been your favorite teacher? Why? Which of that teacher's characteristics would you like to model in your tutoring?

or

Which role is the more difficult for you—tutor or tutee?

or

What special qualities or skills do *you* possess that will help you be a good tutor?

Review briefly what students learned yesterday in their tutoring simulations. Tell students that today they will review the tutoring process, making sure they understand all that is involved in being an effective tutor.

Present the Lesson

Distribute the "Tutoring Review" handout. Have students read it silently, or read it aloud with the class. Review the tutoring process.

Distribute the "Weekly Tutor Log" and "Daily Tutor Log" handouts. Tell students that they will use these logs when they actually begin tutoring, so it is important to become familiar with them. Go over the purposes of the logs (time management, planning ahead, as a record of what they have done), until the class feels comfortable with these tools.

If possible, have students prepare their logs with the names of their students, the skills they need to teach, and the materials they will need for their tutoring sessions. Have students work together to determine strategies and so on. Assist, as needed.

Follow Up

Ask students for any problems or questions they may have about tutoring. List their concerns on the chalkboard, and discuss the solutions as a class.

Looking Ahead

Tell students that next week they will be able to apply their tutoring skills. Emphasize that they will continue to have you and the Going Places class as a source of support and as a sounding board for their concerns.

Handout

Tutoring Review

Name ______________________________

Let's review the things you need to know to start tutoring.

- The best way to get to know your student is to smile at her or him and tell her or him your name. Call the student by his or her name, and talk to your student a little bit before starting the lesson.
- When your student gives a correct answer, tell him or her it is correct. Make sure to do this every time she or he answers correctly.
- Remember to praise your student several times during the lesson when she or he does the right thing. At the end of the lesson, you should praise the task he or she has completed.
- If your student gives the wrong answer or doesn't answer at all, ask him or her to look at the word and tell her or him the right answer. Then ask him or her to answer again.

Handout

Weekly Tutor Log

Name ______________________________

Student's Name	Skill	Materials Needed

Handout

Daily Tutor Log

Name ______________________________

Dates	What I did today.
	What I need for tomorrow.
	What I did today.
	What I need for tomorrow.
	What I did today.
	What I need for tomorrow.
	What I did today.
	What I need for tomorrow.
	What I did today.
	What I need for tomorrow.
	What I did today.
	What I need for tomorrow.
	What I did today.
	What I need for tomorrow.

Supplemental Activities

1. Conduct a *final* practice tutoring session. Refer to the "Tutoring Simulation Instructions" handout for information. Set up a tutoring situation similar to the one students will encounter next week.

2. Have students tutor each other in the subjects they are now studying in school. Determine subject matter strengths and weaknesses for each student. Use the "Learning Styles Inventory" handout as a guide. Pair students appropriately, and have them tutor each other. Have students develop learning strategies that best fit their partner's learning style.

3. If you didn't use the Quibblean spelling exercise last week, you may choose to use it this week (see the supplemental activities section of week 11.)

4. Distribute and read the following success story. Have students answer the questions at the bottom of the story and discuss them.

Handout

Success Story: Lionel Richie

Often the people who are most successful are the ones who take the time to encourage others to succeed. That's what singer/songwriter Lionel Richie does.

With nine number one singles, three hit solo albums, five Grammy awards, and an Academy Award-winning song to his credit, Richie knows the meaning of success. He also knows the importance of education and the camaraderie that develops among school classmates. When he was a college freshman at Tuskegee University, he met five classmates who shared his interest in music. Together they became the successful band known as the Commodores.

Today Richie is giving his free time and energy to a national education campaign called the Lionel Richie Super Students Program. The program identifies and rewards students at inner-city schools who have perfect attendance records and a "B" or better average. When Richie tours in a city, he meets with the "super students" and encourages them to compete for college scholarships he has arranged with sponsors.

Explaining why he makes the extra effort to help inner-city kids, Richie said, "We're not talking about your privileged kids here. We're talking about your problem kids who've been turned around. And when you can reach kids like that and give them some incentive, it's a wonderful, wonderful feeling."

Questions:

1. Do you know some younger kids that you could talk to about success? What would you say to them?

2. What messages do children learn from you by observing your actions?

Week 13: Communication Skills 1

Planning Guide

This planning guide alerts you to equipment, materials, special preparations, and/or personnel needed for this week's lessons, *in addition to* the handouts or other class materials for the week.

Lesson 61: Red, blue, green, and orange markers (one set per student or small group of students)

Lesson 62: Red, blue, green, and orange markers (one set per student or small group of students)

Lesson 63: "Self-Disclosure Questions," copied, cut, and placed in a bag or container

Lesson 61

Purpose

To develop the awareness that there are many different kinds of communication; to understand how to use communication more effectively

Materials

"Mindmapping Communication" and "Listening Trios" handouts; red, blue, green, and orange markers (one set per student or small group)

Introduce the Lesson

Introduce today's lesson.

> "We talked about communication some weeks ago. Since that time we have been working on, along with other skills, improving our communication skills. We have practiced ways to request what we want and refuse what we don't want more effectively through assertive communication. During the next two weeks, we will again concentrate on specific ways of communicating. These communication skills naturally need to be developed and practiced. By improving the way we communicate, we will improve our ability to get our ideas and point of view across to others more effectively."

Present the Lesson

Conduct the mindmapping activity. (This activity is similar to the clustering activity used in week 5, except that after all the ideas have been generated and written down, the students use different colors to categorize them.) Tell students,

> "To find out how much you already know about communication and what you can learn, we are going to do some simple mindmapping."

Distribute the "Mindmapping Communication" handout. Draw a mindmap diagram on the chalkboard to match the one on the handout. Brainstorm with students all the ways they can think of to communicate. Cluster the ideas on the chalkboard, as the students do the same on their handouts. Encourage students to include any term that relates to communication, such as listening, ignoring, questioning, screaming, gossiping, and so on.

Pass out four colored markers to each student (or group of students) after as many ideas as possible are written on the mindmap. Tell students to underline each descriptive word on their mindmaps with a different color, according to the category into which it fits. Use the following categories:

verbal communication	red
nonverbal communication	blue
positive communication	green
negative communication	orange

Tell students that some words may be underlined with more than one color.

Define and compare active and passive listening. Introduce and define paraphrasing. (Paraphrasing means to restate a statement using a different form.) Write on the chalkboard and discuss the following:

passive listening = one-way communication

Tell the students that

"passive listening is like one-way communication. It is the kind of listening we use when we listen to the radio or watch TV. There is no interaction."

Add the following to the chalkboard:

active listening = content + feelings

Explain that

"active listening is listening for the feelings, as well as the content, of what someone is saying. It involves 'interaction.' Active listening is much more demanding because it requires us to pay attention not to just what another person is saying, but also to how she or he is saying it."

Active listening takes time and energy. Add the following to the chalkboard:

active listening = what + how

Explain to students that an effective way to ensure that you are actively listening and understanding what someone says and means is to 'paraphrase' what the person says. (*Note:* Some students may have difficulty with the concept of paraphrasing. You may want to begin by having students 'repeat,' instead of paraphrase, what another has said. It is important, however, that students understand the difference between repeating and paraphrasing.)

Write the following on the chalkboard:

paraphrase = repeat in your own words

Demonstrate some examples of paraphrasing.

Statement:	I'm pleased with the way this class is working together to learn new skills.
Paraphrase:	You are proud of us for working together to learn new skills.
Statement:	I feel successful in my teaching when you are involved in this class.
Paraphrase:	It makes you feel successful when we participate in class.

Give several more statements and select students to paraphrase them.

Conduct "Listening Trios" activity.* Distribute the "Listening Trios" handout. Divide students into groups of three. Assign one person to be the monitor, one person to be the speaker, and one person to be the listener. Have each group select a topic of mutual interest. (It is best if those in the group have different points of view on the topic.) They can select their own topic or choose from a list on the chalkboard. Some examples are

---

* This activity was adapted from Telesis Peer Counseling Program. TELESIS Corporation, Inc. Used by permission.

Who will be in the World Series this year, and why?
What should be the legal age for drinking, and why?
What should be the legal age for driving, and why?
What one thing should be changed about school, and why?
Name the best vacation spot, and state why it is the best.
What is the best kind of music (or the best rock group), and why?

Explain that the speaker will have one minute to express a view on the topic. During this time, the listener and the monitor listen. At the end of one minute, the listener must summarize the key statements made by the speaker. The monitor must ensure that the summary is accurate. If the summary is not accurate, the speaker explains his or her viewpoint again, and the listener paraphrases again. The process continues until the listener has accurately paraphrased the speaker's viewpoint. Then, the speaker and the listener change places—the speaker becomes the listener and vice versa. The process is repeated as explained above, until there is mutual agreement that each person understands the other's viewpoint.

Instruct the monitor to take the place of the speaker or listener. Have the groups choose a new topic, and continue the process until all three students have had the opportunity to be the monitor.

Give students a few minutes to answer the questions at the bottom of the handout. Discuss.

Follow Up

Discuss with students how it felt to be paraphrased and how it felt to paraphrase someone else. Ask:

1. Did you find it difficult to listen to and summarize another person's point of view? Why or why not?

2. Did you want to put in your own opinion?

3. Why is paraphrasing an effective communication skill?

Encourage students to try paraphrasing again before tomorrow.

Review briefly today's discussion on communication.

passive listening = one-way communication
active listening = content + feelings
active listening = what + how
paraphrase = repeat in your own words

Looking Ahead

Tell students that tomorrow they will consider how feelings play an important part in communicating effectively.

Handout

Mindmapping Communication

Name ______________________________

Communication

Handout

Listening Trios

Name ______________________________

Work in a group of three. Decide who will be the

Speaker—makes statements about a topic
Listener—summarizes in her/his own words
Monitor—ensures that the paraphrase is accurate

The *speaker* will have one minute to express his or her point of view about a topic. The *listener* must actively listen, and at the end of one minute must paraphrase what the speaker said. The *monitor* will listen carefully to both the speaker and the listener and will make sure the listener paraphrases accurately.

Change roles so that everyone practices each role. Some suggested topics include:

a favorite sport
a good entertainer
the best entertainer
the legal age for drinking
the importance of a good night's sleep
the value of school
the value of a good friend
a bad habit I have
my best characteristic
my best time ever
the qualities of a good friend

- -

Answer the following questions after completing the exercise above.

What did you notice during or about this activity?

Give three reasons why you think people sometimes do not listen carefully.

1. ______________________________

2. ______________________________

3. ______________________________

Lesson 62

Purpose

To recognize feelings (both the sender's and receiver's) as an important part of communication

Materials

"Mindmapping Feelings" handout; red, blue, green, and orange markers (one set per student or small group); "Feelings List" and "Feelings Identification" handouts

Introduce the Lesson

Review briefly yesterday's lesson on active listening and paraphrasing. Tell students that today they will consider the role feelings play in communication.

Present the Lesson

Introduce a discussion of feelings.

> "Feelings are an important part of living. Paying attention to feelings helps us know ourselves and others better. Feelings are also an important part of making decisions. Do we make decisions based purely on reason or logic—on what our minds tell us we should do? More often than not, how we feel about something will be a factor in our decision making.
>
> "For example, let's say a friend is having a party. She is a good friend, and she expects you to come. You're not crazy about going though, because you know her parents will be hanging around and you don't like several of the other people she has invited. On the other hand, you don't want to hurt your friend. What are your feelings in this situation? Is it more important to consider your feelings or the feelings of your friend? How would you send an assertive message about this situation?
>
> "Your ability to identify your feelings—to recognize how you really feel about the situation—is an important part of deciding whether or not to go to the party.
>
> "It is essential to remember that feelings are only feelings. And, like values and differences, they are neither good nor bad; they just *are*. To respect yourself, you have to respect your feelings and the feelings of others. We don't really have control over our feelings. But, we do have control over how we act on those feelings.
>
> "For example, we may not act on our feelings if to do so would go against our values. I might be very angry with someone—I might even want to punch that person in the nose. But if that kind of behavior goes against my values, I'll choose not to do it.
>
> "On the other hand, saving up feelings and then exploding isn't good either. Being able to express feelings in an appropriate, constructive way sometimes takes practice. But first, we have to be able to recognize what we are feeling."

Distribute the "Mindmapping Feelings" and colored markers. Instruct students to mindmap as many feelings (positive, negative, and in-between) as they can think of in five minutes. (Typically, students will exhaust their lists quickly. They can identify happy, sad, love, hate, angry, and bored, but often not the more subtle shades of feelings.)

Have students expand their vocabulary of feeling words by working together in their cooperative groups for a few more minutes. Then, ask students from each group to read their lists. Write their words on a chalkboard mindmap. After a good-size list has been generated, discuss the words, their meanings, and their similarities and differences. As the words are discussed, have students underline them on their handouts in different colors, depending on the categories the words fit into.

positive feelings (such as happy, eager, elated, good, joyful, playful, ecstatic)	red
negative feelings (such as sad, hurt, "down," ashamed, guilty, fearful, sick, confused)	blue
productive feelings (such as helpful, enthusiastic, pride, anger, hope)	orange
destructive feelings (such as hatred, intimidation, envy, anger, desperation)	green

Remind students that some words may fit into more than one category and should be underlined more than once. Note, for instance that anger in certain situations can be productive and in other situations can be destructive.

Spend time exploring the differences in the meanings of feelings to different people. Ask: What does the word "frustrated" mean to you? Help students realize that when they are communicating with other people there may be different understandings for the same word or feeling.

Distribute the "Feelings List" handout, and instruct students to circle the feelings on the handout that they have already listed on their mindmap. Have them add to the handout any words from the chalkboard not included on the list. Discuss words on the handout that students may not be familiar with. Ask students to share specific situations in which they experienced one of the feelings on the handout.

Follow Up

Ask the following questions:

1. Do you ever have difficulty deciding which feelings you are experiencing?
2. Are there some feelings that you experience more often than others?
3. Do you think using some of the communication skills we have been working on can help you deal with some of your feelings? Why or why not?

Distribute the "Feelings Identification" handout. Have students write their feelings and how they would communicate their feelings in each situation. This assignment may be completed for homework, if time does not allow it to be completed in class.

Looking Ahead

Tell students that tomorrow they will explore their own feelings and become acquainted with the concept of self-disclosure. They will see how self-disclosure relates to effective communcation.

Handout

Mindmapping Feelings

Name ______________________________

Feelings

Handout

Feelings List

Name ______________________________

accepted
afraid
angry
annoyed
ashamed
bewildered
bitter
bored
brave
calm
concerned
confident
confused
defeated
defensive
depressed
detached
disappointed
disgusted
disturbed
eager
ecstatic
edgy
elated
embarrassed
excited
fearful
free
frustrated
furious
glum
good
guilty
happy
helpless
hopeful
hostile
humiliated
hurt
inadequate
inhibited
intense
intimidated
irritable
joyful
lonely
loving
mad
mean
miserable
needed
neglected
nervous
passionate
peaceful
pessimistic
playful
pleased
pressured
protective
puzzled
rejected
relieved
resentful
restless
sad
sensual
shy
silly
strong
subdued
tender
tense
terrified
tight
tired
trapped
ugly
uneasy
uptight
vulnerable
warm
weak
wonderful
worried

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Handout

Feelings Identification

Name ______________________________

1. You want to go to a dance on Friday night. Your parents say you can go if you finish your chores by then. You don't do your chores, and now you can't go to the dance.

   How do you feel? Explain.

2. You have always secretly wanted to be a writer. You write a poem and send it to a teen magazine. A month later you receive a letter from the editor of the magazine. It says they want to publish your poem, and inside is a check for $10.

   How do you feel? Explain.

3. There is a very popular person at school with whom you want to be friends. You learn that he or she is experimenting with drugs, which is something you want to stay away from. This person invites you to a party.

   How do you feel? Explain.

4. Your older sister has a new baby. Everyone, including both your parents, seems to spend all their time fussing over the baby. No one seems to have time to talk to you.

   How do you feel? Explain.

5. Your piano teacher is having a recital. When it is your turn to play, you sit down on the piano bench and your mind goes blank. Everyone is waiting for you to begin.

   How do you feel? Explain.

6. You taught your kid sister how to pitch a ball and swing a bat. You have spent hours and hours practicing with her. This year, she was voted the most valuable player on her baseball team.

   How do you feel? Explain.

7. You come home and hear strange sounds in the house. No one is supposed to be there. As you are turning around to run back out the door, your older brother jumps up behind you. "Looks like I scared you," he says laughingly.

   How do you feel? Explain.

8. You have been studying very hard for an important math test. You have gone over every problem in the chapter twice and gotten all of the answers right. You have been helping your friends study, because you understand the math concepts so well.

   How do you feel? Explain.

9. Make up your own situation for the class to discuss.

Lesson 63

Purpose

To discriminate feelings; to understand the concept of self-disclosure and how it relates to effective communication

Materials

"Self-Disclosure Questions" (cut and placed in a bag or container)

Introduce the Lesson

Review briefly yesterday's lesson about feelings. Tell students that today they are going to consider their own personal feelings and how these feelings relate to the way they communicate.

Present the Lesson

Read with expression the following statements, and instruct students to identify the most obvious feelings being expressed. (Students may want to refer to the "Feelings List" handout from yesterday's lesson.)

1. Good old Dad says, "Don't drink, son," as he finishes his fourth beer.
2. Get off my back. I don't need your advice.
3. The cute new boy danced five dances with me.
4. The coach said I swing the bat like Rod Carew.
5. If you came from such a family, you'd run away, too.
6. I think Mr. Barnes knows we cheated on the test.
7. My dog was lost for a week, and we just found him.
8. I don't know how I'll finish all this homework by tomorrow.
9. Oh, my sister's new baby is so pudgy and cute.
10. I'll never be able to give a speech in front of the whole class.

Ask the following questions:

1. In what circumstances do you show your feelings?
2. What factors influence your decision to share or not share your feelings?
3. What are the benefits of expressing feelings? (Learning more about others, allowing others to better understand you, relieving emotional pressure without losing control of the situation, and developing more positive relationships.)

Ask students to suggest some of the reasons we do not share our thoughts and feelings with others. Make a list on the chalkboard. Point out that most of the reasons are based on some kind of fear.

Fear of rejection. Very often we do not reveal our feelings because we are afraid of being rejected. "If others really knew me for the person I am, they would not accept me."

Fear of change. If we reveal ourselves to another person in a meaningful way, we may discover that we are not living up to the standards we have set for ourselves. Some of our values may just be good intentions and not really part of our lives. Thus, we will have to change our values *or* change our behavior.

Fear of closeness. We cannot share our private thoughts and feelings with another person without creating some degree of closeness between us and that person. If we are somewhat fearful of sharing our feelings, it could be that what we really fear is getting close to others. Getting closer to others places certain demands and responsibilities on us.

Family background. Many of our present attitudes toward sharing feelings were probably learned at home. How do our family members talk to one another, personally? In this country, many people tend to talk more about personal things to friends outside the family than to family members.

Present the self-disclosure exercise. Have students get into a circle while you write the term "self-disclosure" on the chalkboard. Introduce the concept of self-disclosure.

> "Self-disclosure refers to the process of deliberately revealing information about yourself that is significant and that would not normally be known by others.
>
> "How much should you say? How much should you keep to yourself? Sharing thoughts and feelings with others can be difficult, even scary. However, unless you take the chance, meaningful relationships with others are hard to establish.
>
> "I am going to pass around a bag that contains a variety of self-disclosure strips. Each of you should pick a strip out of the bag and respond to what is written on the strip. Try to be as honest and as specific as you can."

Model the exercise by picking a self-disclosure strip out of the bag and personally responding to it. Then, pass the bag containing the self-disclosure strips around the circle, and instruct each student to pick out a slip, without looking in the bag. (Should a topic on a strip be too difficult for a student to talk about, let her or him choose another strip. But, don't let a student have more than one second choice.) Have the student read the question or sentence starter and respond to it before passing the bag to the next student. Give each student the opportunity to respond to at least one self-disclosure strip.

Follow Up

Ask the following questions:

1. Do you think it is easy to talk about yourself? Is it easier to talk about yourself now than it was when you first started this class?

2. Did others listen to you when you gave your self-disclosure response? How did you know they were listening?

3. Did you feel more comfortable as the self-disclosure activity progressed?
4. Can you think of times when you were afraid to disclose information? Why? Have you ever felt hesitant about disclosing something, but did it anyway, and experienced a sense of relief afterward?
5. With whom do you feel most comfortable disclosing your feelings?
6. Are there times when it is best not to disclose information about yourself? When?

Looking Ahead

Tell students that tomorrow they will combine their listening skills with their growing understanding of feelings in a skill called "reflective responding."

Handout

Self-Disclosure Questions

Copy, cut apart, and place these self-disclosure slips in a bag or container.

What makes you angry?

What makes you happy?

What makes you sad?

What makes you feel lonely?

What makes you feel left out?

What makes you feel important?

What makes you feel embarrassed?

Sometimes I worry about . . .

I feel like helping someone when . . .

I am disappointed when . . .

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I am bored when . . .

I feel frustrated when . . .

I feel pressured when . . .

I am excited when . . .

What makes you nervous?

I feel shy when . . .

I feel tired when . . .

I feel confident when . . .

What makes you feel accepted?

What do you do when you really get angry?

A happy time in my life was when . . .

A time when I felt confused was when . . .

A peaceful time in my life was when . . .

What do you do when you are bored?

What do you do when you feel confused?

What is something you are eager to do?

Lesson 64

Purpose

To understand and develop reflective responses

Materials

"Reflective Responding" handout

Introduce the Lesson

Review briefly the concept of paraphrasing from lesson 61. (*Note:* If you stressed 'repeating' statements in Monday's class, you will need to cover 'paraphrasing' in more depth today before going on to reflective responding.)

Tell students that today they will learn about a type of active listening that goes one step further than paraphrasing.

Present the Lesson

Distribute the "Reflective Responding" handout, and introduce the concept of reflective responding.

> "A reflective response is similar to a paraphrase. (Ask for a volunteer to define paraphrasing.) The difference is that in order to provide a reflective response, you must listen not only for the content of a statement, but also for the feelings behind the words. In other words, you must listen 'between the lines' and pay attention to *how* something is expressed as well as *what* is expressed. When you use reflective responding, you are acting as a mirror, reflecting back what the other person has said in a way that shows you understand that person's feelings."

Discuss the first two examples on the handout. Point out that each reflective response contains a word or phrase identifying how the person is feeling.

Divide students into their cooperative groups. Have them first identify the feelings behind the speaker's expressions on the handout and then develop reflective responses for the expressions.

Discuss the handout as a class. List three or more responses for each expression on the chalkboard, and choose the most effective (appropriate) reflective response. Discuss why that response is the most effective.

Follow Up

Ask students the following questions:

1. Is reflective responding harder than paraphrasing? Why?
2. Put yourself in the place of the person being helped. Which type of response would you find most helpful? What is it about reflective responding that lets the speaker know he or she is really being heard?

Looking Ahead

Tell students that tomorrow they will review the skills they have developed this week and take a short quiz on them. The quiz will cover passive, aggressive, and assertive behavior; active listening; paraphrasing; feelings; and self-disclosure. Encourage students to study their handouts from weeks 10 through 13.

Handout

Reflective Responding

Name ______________________

First, identify the *feeling* behind each expression below. Then, develop a reflective response for the expression.

Examples

When I try to talk to you, you never listen. You do all the talking.

Feeling: Frustration

Reflective response: It's frustrating not to be listened to.

You're not my boss. Why do I have to do everything you say?

Feeling: Anger

Reflective response: You're angry because it seems I'm always telling you what to do?

1. Stop questioning me about my drinking. It's none of your business anyway.

   Feeling: ______________________

   Reflective response: ______________________

   ____

2. Why do I have to clean up my room every week? It's my room!

   Feeling: ______________________

   Reflective response: ______________________

   ____

3. I'll never find a boyfriend.

   Feeling: ______________________

   Reflective response: ______________________

   ____

4. You are always bugging me about my homework.

Feeling:

Reflective response:

5. Getting high makes me feel good.

Feeling:

Reflective response:

6. I hate my dad when he drinks.

Feeling:

Reflective response:

7. Other people are always running me down because I get bad grades.

Feeling:

Reflective response:

Lesson 65

Purpose

To review the importance of communication, including active listening, paraphrasing, feelings, and self-disclosure

Materials

"Review Quiz," "Success Story: Lorraine Hansberry," and "Success Story: Wilma Rudolph" handouts

Introduce the Lesson

Write today's journal topic on the chalkboard.

> People on the planet Vulcan (like Mr. Spock from *Star Trek*) rely solely on logic. Would you like to live on Vulcan, with only logic ruling your life? Why or why not?
>
> *or*
>
> Describe a situation that makes you feel bored. Describe a situation that makes you feel happy. How do these different situations affect the way you communicate with others?

Explain to students that their journal writing today relates to some of the skills they have been working on this week. Today they will be reviewing those skills. Then, they will take a short quiz on what they have been studying for the past few weeks.

Present the Lesson

Distribute the "Review Quiz" handout. Read through the questions with students, clarifying as necessary. Allow students ample time in which to complete the quiz.

Select one of the following ways to correct the quiz: collect and grade them yourself, have students work in their cooperative groups to correct each other's papers, or have students exchange papers and correct them as a class.

Follow Up

Distribute the success stories of Lorraine Hansberry and Wilma Rudolph. Read aloud and discuss with the class how a person's strong feelings about something can lead that person to accomplish great things.

Looking Ahead

Tell students that next week they will continue to develop their communication skills. They will learn how to more effectively communicate their feelings and ideas through I-messages, and they will continue to explore the importance of nonverbal communication.

Handout

Review Quiz

Name ______________________

Using notes and handouts, find and complete the following questions.

1. Define and give one example of each of the following:

passive behavior ______________________

aggressive behavior ______________________

assertive behavior ______________________

2. Write a passive message, an aggressive message, and an assertive message.

passive behavior ______________________

aggressive behavior ______________________

assertive message ______________________

3. Which behavior is more likely to elicit positive consequences—passive behavior, aggressive behavior, assertive behavior?

4. Paraphrase the following statement: "When I am running in a race, I feel excited and as free as the wind."

5. Why is it important to listen actively to others?

6. How can feelings affect communication? Give an example.

7. Explain self-disclosure.

8. Explain a way that you can use what you have learned about communication.

Handout

Success Story: Lorraine Hansberry (1930–1965)

Name ______________________________

Sometimes part of being successful means taking risks and being controversial. Lorraine Hansberry, the first African-American woman to write a Broadway play, did that very thing.

Hansberry's father was the founder of the Negro Bank in Chicago and a fairly wealthy man. However, Hansberry had strong feelings about people who were poor, people who lived in slum dwellings similar to the ones that her father owned. In her plays, Hansberry wrote about unfair treatment of these people. She tried to express her feelings that American society was wrong to allow its citizens to live in such conditions.

It was her willingness to risk controversy that made her play *A Raisin in the Sun* the winner of the New York Drama Critics' Circle Award in 1959.

Questions:

It's possible that Hansberry's father disagreed with much of what she wrote in her plays. Can you think of a time when someone was critical of something you felt strongly about? Were you able to stay firm in your beliefs? Explain.

Success Story: Wilma Rudolph (1940–)

Some people overcome what appear to be impossible odds to achieve success. When all the cards are stacked against them, they try even harder. Wilma Rudolph, the first American woman to win three Olympic gold medals in track and fields events, is one of these people.

Wilma was the seventeenth of nineteen children, and was crippled by a severe case of polio when she was four years old. She was unable to walk properly until she was eight; and then she took off.

Wilma became an excellent basketball player and was spotted by a coach. She began to train hard, and by the time she was sixteen, she was a strong enough runner to join the 1956 United States Olympic team. That year she and her team members won the bronze medal in the 400 meter relay. Four years later at the 1960 Olympics in Rome, Wilma Rudolph won three gold medals of her own.

Questions:

What are some of the hurdles in your life? What can you do to successfully "jump over" your life hurdles like Wilma did?

Supplemental Activities

1. Autobiographical sharing is a quick exercise that gives students an opportunity to disclose something about themselves. Each student works with a partner. For one minute the first partner tells his or her life story to the second partner. Then the partners change roles, and the other partner is given a minute to share her or his life story. Very briefly, then, the total class shares what they heard from their partners. (Remind partners not to share anything the other partner wants to remain private.)

   Autobiographical sharing can be done frequently throughout the semester, with different pairs of partners. It gives students a comfortable way of getting to know one another better. It also gives reluctant participants a feeling of success to communicate on a subject they know well—themselves.

2. Divide students into small groups. Give each group a list of five or six feelings, and ask students to identify situations that might elicit those feelings. (You may want to provide a dictionary to each group, in case students have trouble defining the feelings.) Have each group share their situations with the class.

3. Provide materials to create posters with a "feeling" theme. Students may draw, cut pictures from magazines, make cartoons, make lettering, and so on around the feeling theme. For example, the theme "excitement" can display other words of similar meanings, pictures, or drawings depicting exciting actions, pictures of facial expressions of excitement, and so on.

Supplemental Activity

Alter Ego

Purpose To develop the communication skill of listening to feelings

Materials None needed

Present the Lesson Form a group of four volunteers. Instruct the remaining students to be observers.

1. Direct two of the volunteers to role play a situation. (For example: a seventeen-year-old daughter explaining to her father why she went to a "beer party"; a fourteen-year-old son explaining to his mother why he joined a gang with a reputation for violence; a ninth-grade girl announcing to her older married sister that she's going to drop out of school because it's stupid and a waste of time.)

2. Direct the other two volunteers to be alter egos. They are to say what the role players are not saying. See examples below.

   Daughter: Oh, Daddy don't be so old-fashioned, everyone drinks beer.
   Alter Ego: Look, Daddy, I'm not the most popular girl in my class as it is, and if I start going against my friends, I'll never get a date.

3. Instruct the role-playing participants to pause in the conversation or dialogue to enable their alter egos to diagnose the feelings. Encourage them to try to respond only to the situation and not their alter egos.

Follow Up Ask the following questions:

1. Were some feelings easier to "read" than others? Which ones?
2. When "listening" to feelings, what do you "hear"? What do you "see"?
3. How do you "hear" or "see" feelings?

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Week 14: Communication Skills 2

Planning Guide

This planning guide alerts you to equipment, materials, special preparations, and/or personnel needed for this week's lessons, *in addition to* the handouts or other class materials for the week.

There are no special preparations required for this week's lessons.

Lesson 66

Purpose

To understand the concept of the I-message as an effective means of communication

Materials

"I-Messages" handout

Introduce the Lesson

Tell students that as they continue to work on effective communication today, they are going to learn about the I-message and how this type of message can help them express their feelings and deliver a message successfully.

Present the Lesson

Introduce the concept of an I-message.

> "The I-message is an important tool for putting your feelings into words. It lets the other person know how you feel, and at the same time it lets the other person know you respect him or her.
>
> "An I-message usually tells something about *why* you feel the way you do. For example, 'I feel disappointed when you cheat on a test because it makes me believe that I did not do a good job presenting the material involved.'"

Explain that an I-message needs to be clear, concise, and honest. Discuss the three elements in an I-message.

- It tells how a situation makes you feel.
- It describes the behavior you are responding to.
- It describes the effect(s) of the situation on you.

Give the following example of an I-message, and discuss it within the context of the three elements above: "I feel angry when you do not call before coming home late, because I worry about you and can't sleep." (See summary below.)

- Feeling—"I feel angry"
- Behavior you're responding to—"when you do not call before coming home late"
- Effects on me—"because I worry about you and cannot sleep"

Compare I-messages to you-messages.

> "I-messages need to be distinguished from you-messages. For example, 'You're so inconsiderate. Don't you know I worry and can't sleep when you stay out late without calling,' is a you-message. So is, 'If you weren't so selfish, you would be more sensitive to my feelings.'
>
> "There is a big difference between an I-message and a you-message. An I-message states how *I* am feeling. It can be positive or negative. For example, 'I feel happy when *I* get a birhtday card from you because I know you are thinking about me' is a positive I-message. A you-message can be positive or negative, also. It can praise or criticize someone."

Distribute the "I-Messages" handout. Have students break into their cooperative groups, and instruct them to develop an I-message and a you-message response to each situation on the handout. Remind students that an I-message should contain the following: I feel ______________ when you ______________, because ____________________. Have groups share responses, if time permits.

Follow Up

Ask the following questions:

1. How does a you-message make you feel?
2. How does an I-message make you feel?
3. Which kind of message would you say people use most often?
4. What can you accomplish with an I-message that you can't accomplish with a you-message?
5. How do I-messages relate to what we've learned about assertiveness? Using our categories of passive, aggressive, and assertive, how would you characterize you-messages?

Looking Ahead

Tell students that tomorrow they will discuss nonverbal communication—or ways people communicate without using words.

Handout

I-Messages

Name ______________________

Remember:

- I-messages tell how a situation makes you feel.
- I-messages describe the behavior you are responding to.
- I-messages describe the effects of the situation on you.

Situation 1 A mother is upset because her daughter often arrives home after her midnight curfew. The mother could say:

You-Message ____

____

____

I-Message ____

____

____

Situation 2 The teacher is talking to a student when another student interrupts the conversation for the third time. The teacher could say:

You-Message ____

____

____

I-Message ____

____

____

Situation 3 Sharon promises to return a textbook she borrowed last week from Helen. After a friendly reminder, she again forgets the book. Helen could say:

You-Message ______________________________

____

____

I-Message ______________________________

____

____

Situation 4 Peter makes plans to meet his friend John at the park. John shows up 40 minutes late and offers no excuse or apology. Peter could say:

You-Message ______________________________

____

____

I-Message ______________________________

____

____

Situation 5 Tran is upset because his older brother refuses to share the family bicycle. Tran could say:

You-Message ______________________________

____

____

I-Message ______________________________

____

____

Lesson 67

Purpose To be aware of the importance of nonverbal communication

Materials None needed

Introduce the Lesson Tell students the following:

> "Yesterday we learned that I-messages are a very effective way of sending verbal messages. We will continue to practice sending I-messages as we practice our communications skills. But today we will be looking at a form of communication that was introduced in week 5—nonverbal communication."

Present the Lesson Review nonverbal communication.

> "Nonverbal communication is behavior that conveys meaning without words. It can express emotion or it can inform and transmit facts. It can be as specific as a gesture or as general as the atmosphere in a room.
>
> "When we communicate verbally, we are consciously aware of the message we are communicating. But we may not always be aware of nonverbal messages. How we say something can be as important as what we say. As the saying goes, 'Actions speak louder than words.' For example, if say 'I am not angry!' in a loud voice and stomp my foot at the same time, what message am I really communicating? In this case, my nonverbal communication contradicts what I am saying.
>
> "What if I shake my fist at someone while I say 'I am really angry at you!'? Now my nonverbal communication is accenting, or reinforcing, what I am saying.
>
> "Nonverbal communication includes facial expression, posture, gestures, and movement. For example: (Show by facial expression, posture, and gesture the feeling of worry or shyness.) What am I communicating?
>
> "Nonverbal communication involves use of the body, use of space, and even use of time. Remember the last time you stepped into a crowded elevator? Even though everyone was standing very close together, they acted as if they wanted to avoid personal contact at all costs. Usually, the people in an elevator stand shoulder to shoulder, facing in the same direction. The way they stand says a great deal about how they feel.
>
> "When you go into a new classroom for the first time, how do you decide where to sit? Have you noticed how students who don't know each other space themselves evenly around the room? or how people who want to avoid the teacher sit in back? These students are making a nonverbal statement."

Have students brainstorm as many different types of nonverbal communication as possible. Write the examples they come up with on the chalkboard. Some examples might be,

Facial expressions: smiling, frowning, laughing, crying, sighing
Personal space: standing close to others, standing apart from others
Appearance: (clothing, hair, makeup) sloppy, neat, overdone
Handshake: sweaty palm, firm, weak

Physical stance: posture, gestures, mannerisms
Voice: soft or loud, fast or slow, smooth or jerky
Environment you create: home, room, desk

Remind students that mimes are performers who speak with their bodies. Ask volunteers to perform like mimes in the following situations:

You are walking outdoors in the evening and come across a skunk.

Someone compliments you on your appearance.

How you sit when you are bored.

Student choice: Ask for volunteers to role play a situation; see if other students can receive the nonverbal message.

Role play nonverbal communication with three student volunteers. Send one of the students out of the room. Explain to the remaining two students that they are in the middle of a personal conversation when a third person approaches and wants to join them. They are not particularly glad to see this person, but they do not want to sound rude by asking him or her to leave. Their task is to signal to the intruder that they would prefer to be alone, using only the position of their bodies. They may talk to the third person, but they may not verbally tell her or him to leave.

Discuss the gestures, expressions, and body positioning the students used to communicate the message "We would prefer to be alone."

Follow Up

Ask the following questions:

1. How does this lesson relate to listening? (When you are really listening, you pay attention to nonverbal communication. It is possible to say one thing with words and another with your face and body.)

2. How much can we rely on nonverbal clues to tell us how a person is thinking or feeling? (Nonverbal behavior may be helpful, but our interpretation of it is not always accurate. A simple gesture can have many possible meanings. It would be unwise to assume that our interpretation is always accurate.)

3. How can cultural differences lead to misunderstandings? (For example, in some countries it is considered rude to make direct eye contact in conversation. In general, in the American culture, avoiding eye contact suggests dishonesty.)

Tell students to observe nonverbal communication the next time they are in a crowded place. Who is included in the action and who is excluded? What is their own positioning?

Looking Ahead

Tell students that tomorrow they will learn more about I-messages and the nonverbal forms of communication.

Encourage students to watch other people tonight for the nonverbal messages they send and to be ready tomorrow to talk about what they have observed.

Lesson 68

Purpose

To increase awareness of the importance of nonverbal communication; to understand the relationship between verbal and nonverbal communication

Materials

"What Are You Saying?" handout

Introduce the Lesson

Review briefly yesterday's lesson on nonverbal communication. Tell students that today they are going to continue studying nonverbal communication by practicing sending I-messages using nonverbal communication.

Present the Lesson

List on the chalkboard all the nonverbal messages students observed last night.

Explain to students that there are many cultural differences in nonverbal messages, such as the physical distance between people in conversation, bowing rather than shaking hands, and so on. Ask if anyone observed an example of this last night or can think of an example from a previous experience. Encourage students to be alert to, and accepting of, cultural differences in communication.

Explore the relationship between verbal and nonverbal communication.

Discuss the relationship between verbal and nonverbal communication.

- *Reinforce or compliment:* Nonverbal communication can reinforce or compliment verbal communication—and vice versa. If a student is hesitant about whether or not she or he knows the answer to a question the teacher is asking, she or he may look down (nonverbal) when the teacher calls on her or him and say, "I'm not sure of the answer." (verbal)

- *Emphasize or accent:* Verbal messages can be accented by nonverbal behaviors. Pointing an accusing finger adds emphasis to verbal criticism. Shrugging one's shoulders can accent a statement of confusion, and a hug can emphasize the communication of affection or excitement.

  Elicit examples of this relationship. Discuss or role play the suggested examples.

- *Contradict:* Nonverbal behavior can often contradict the verbal message. A common example of this double message is seeing a person with a red face or clenched fists yelling, "No, I'm not angry."

  Elicit examples of this relationship. Discuss or role play the suggested examples.

Ask for four volunteers to role play a situation of nonverbal communication. Explain to the volunteers privately that the situation takes place in a classroom. The teacher is discussing last night's homework. One student is obviously well prepared for the discussion (waving his hand to be called on), another shy student seems prepared but is reluctant to participate in the discussion, and the third student seems to be unprepared and unwilling to participate. Tell the volunteers to use only nonverbal communication to get their point across.

Encourage the rest of the class to carefully observe the role play, noting the nonverbal communication being used. Discuss the role playing when the volunteers have finished.

- What did you see taking place? Why did you think that?
- What kinds of nonverbal messages do you think were being sent? Are you sure?
- Can we be *sure* of what a person is saying by his/her nonverbal message?

Instruct students to think of I-messages for the characters to use in the role-play situation that will help communicate what the characters are trying to say with their nonverbal communications. (For example, the reluctant student might say "I feel unsure of myself, and if I raise my hand and give a wrong answer, everyone will laugh at me.")

Explain the use of communication leads. Tell students that there are ways they can begin a conversation with someone that helps make their nonverbal messages clear. These message beginnings are called "communication leads." They are helpful in beginning constructive communication. Give the following examples:

I'm picking up that you . . .

Could it be that . . .

I get the impression that . . .

What I'm hearing is . . . (understood from the other person's voice inflection)

Is there any chance that . . .

It seems like . . .

Stress to students that by using positive communication leads and I-messages they can be more successful in their communication with peers, parents, school personnel, and others. This successful communication leads to more control over themselves and more control over the situations around them.

Follow Up

Distribute the "What Are You Saying?" handout. Instruct students to complete the handout individually. Have students get into their cooperative groups to discuss their responses on the handout.

Looking Ahead

Tell students that tomorrow they will look at the roadblocks, or barriers, to effective communication.

Handout

What Are You Saying?

Name ______________________

Complete the following information, then discuss your responses with the members of your cooperative group.

1. Nonverbal communication is ____

   ____

   ____

   ____

2. Some examples of nonverbal communication are _______________________________

   ____

   ____

   ____

   ____

3. Use one of the examples of nonverbal communication you listed above and send a verbal message that begins with a communication lead.

   ____

   ____

   ____

   ____

4. Use one of the examples of nonverbal communication you listed above and send a verbal I-message.

   I feel ________________________ when (behavior) __________________________

   ____

   ____

   because (effect on you) ____

   ____

Lesson 69

Purpose

To understand that there are often barriers to effective communication

Materials

"Roadblocks to Communication" handout

Introduce the Lesson

Review briefly the meaning and importance of communication leads. Tell students that effective communication includes being able to get beyond barriers or roadblocks that people put in their way, and today they are going to practice working with barriers to effective communication.

Present the Lesson

Share the following information about communication barriers with students:

> "Communication barriers, or roadblocks, are negative behaviors that retard relationships. Communication roadblocks send undesirable messages to the receiver."

Discuss the characteristics of communication barriers.

- Each is a put-down to the receiver in some way
- Each is ineffective in its ability to solve problems or help the receiver feel better
- Each makes the relationship worse by causing the sender or receiver to close off, or withdraw from further explanation
- Each causes separation of people, rather than closeness
- Each makes success more difficult

Explain that an awareness of communication roadblocks will help students recognize what phrases to avoid when relating to others. Point out that communication roadblocks are involved in many different relationships: in what kids say to other kids, in what children say to parents, in what parents say to their children, in what teachers say to students, and in what students say to teachers.

Have students state examples of communication barriers in each of the relationships mentioned. Then, have students think of a positive I-message to break down the communication barrier in each situation.

Follow Up

Distribute the "Roadblocks to Communication" handout. Read the directions together and briefly discuss the six different roadblocks.

Instruct students to work independently to complete the handout. Allow time for the majority of students to finish. Then, direct students to get into their cooperative groups and discuss the examples they wrote on the handout. Then have them come up with a group consensus on which are the best examples. Have a group recorder write down the group's decision on another piece of paper. Each member of the group should sign the paper. Collect and grade the signed papers. Individual papers should be kept in students' Going Places notebooks for future reference.

Encourage students to be alert tonight to communication barriers that they, or others they relate to, use.

Looking Ahead

Tell students that tomorrow they will review the elements of effective communication. They will also have a quiz on I-messages, nonverbal communication, and roadblocks to communication.

Handout

Roadblocks to Communication

Name ______________________________

Directions: Study the definitions for the six communication roadblocks. Read the sample statement that illustrates each roadblock. Think of another example for the roadblock listed. Give an example of a positive message that would deter the roadblock. (Remember communication leads and I-messages.)

1. *Warning or Threatening Roadblocks* (to tell the other person that if the behavior continues, certain consequences will result)

   Sample statement: "Stop making fun of me, or I'll leave."

   Your example of this roadblock is ______________________________

   ____

   A positive message that will deter the roadblock in your example is ______________________________

   ____

2. *Moralizing or Preaching Roadblocks* (to tell someone things they *ought to do*)

   Sample statement: "As your teacher I'm telling you, you need to choose your friends more carefully."

   Your example of this roadblock is ______________________________

   ____

   A positive message that will deter the roadblock in your example is ______________________________

   ____

3. *Persuading or Arguing Roadblocks* (to try to influence another person with facts, information, and logic)

   Sample statement: "This paper is better because it has wider lines on it."

   Your example of this roadblock is ______________________________

   ____

   A positive message that will deter the roadblock in your example is ______________________________

   ____

4. *Advising or Recommending Roadblocks* (to provide answers for a problem)

Sample statement: "I recommend that you take algebra."

Your example of this roadblock is ______________________________

____

A positive message that will deter the roadblock in your example is ______________________________

____

5. *Evaluating or Criticizing Roadblocks* (to make a negative interpretation of someone's behavior)

Sample statement: "You always have to do something to be the center of attention."

Your example of this roadblock is ______________________________

____

A positive message that will deter the roadblock in your example is ______________________________

____

6. *Kidding or Teasing Roadblocks* (to try to avoid talking about the problem by laughing or distracting the other person)

Sample statement: "You are really crazy when those kids are around. Nobody can miss you in the crowd!"

Your example of this roadblock is ______________________________

____

A positive message that will deter the roadblock in your example is ______________________________

____

Lesson 70

Purpose

To review the elements of effective communication

Materials

Going Places notebooks, "Quiz: I-Messages and Roadblocks" and "Success Story: Jackie Robinson" handouts

Introduce the Lesson

Write today's journal topic on the chalkboard.

> Of all the people you know, who do you think is the best communicator? Why? Does this person communicate well by talking, by listening, or by using effective body language?

Allow students approximately five minutes to review for today's quiz in their cooperative groups.

Present the Lesson

Distribute the "Quiz: I-Messages and Roadblocks" handout. Read through the questions, clarifying as necessary. Have students complete the quiz individually, then discuss.

Distribute the "Success Story: Jackie Robinson" handout. Read aloud with students, and then discuss the questions at the bottom of the page.

Follow Up

Have students respond in their journals to one of the following:

> Are the items in your room a reflection of your personality? Are you sending a nonverbal message about yourself? Explain.
>
> *or*
>
> What would you say to a friend who borrowed your favorite record and returned it so scratched you could hardly hear it anymore? (Use the exact words, as if you were talking to the friend.)

Encourage students to think about what they have learned regarding verbal and nonverbal communication, I-messages, and communication roadblocks when responding to the statement.

Looking Ahead

Tell students that the communication skills they studied this week will be helpful when they work next week on the concept of group dynamics.

Handout

Quiz: I-Messages and Roadblocks

Name ______________________

1. Name the three parts of an I-message, and give an example of a complete I-message.

   a. ______________________

   b. ______________________

   c. ______________________

   Example: ______________________

2. List four examples of nonverbal communication.

   a. ______________________

   b. ______________________

   c. ______________________

   d. ______________________

3. Tell what is meant by a roadblock, or barrier, to communication.

4. Name and give examples of at least three roadblocks to effective communication.

   a. ______________________

   b. ______________________

c. ______________________________

____

____

Handout

Success Story: Jackie Robinson

Name ______________________________

Most successful people conduct themselves with dignity and self-respect. They know when it is appropriate to speak out assertively and when it is appropriate to let their actions convey their message. Jackie Robinson, the first African-American baseball player to play in the major leagues, practiced this in his pursuit of success.

When Brooklyn Dodger's General Manager Branch Rickey first signed Robinson in 1947, he warned Robinson that he would encounter racist attacks. Rickey said to Robinson, "I want a ballplayer with guts enough not to fight back! You've got to do this job with base hits and stolen bases and fielding ground balls. Nothing else."

Robinson agreed to Rickey's request, and with dignity, he endured the racist comments that were yelled at him and the crank letters that were mailed to him. He let his actions speak louder than words by playing with the Dodgers for ten seasons, helping them win six National League pennants. Robinson was the National League Rookie of the Year in 1947, the National League's most valuable player in 1949, and the League's best batter in 1949. He established a fielding record for second baseman in 1951, set a National League double-play record at second base in 1951; and won several base-stealing championships. In 1962, Jackie Robinson's great performances earned him election to the Hall of Fame. But perhaps, most importantly, Robinson won the respect of millions because first he respected himself.

Questions:

1. How do you handle negative comments that people say to you?
2. Do you feel that Jackie Robinson was right to agree not to fight back? Why? What would you have done in this situation?
3. Can you think of situations when it is more appropriate to answer people with actions rather than words?

Supplemental Activity

How to Become a Better Communicator

Purpose

To review and discuss the elements of effective communication

Materials

Copies of the "Rules for Effective Communication or How to Become a Better Communicator" handout

Present the Lesson

Distribute copies of the handout. Read each statement, and ask students why the rule is important. For example: "Why stop talking?"

Ask for student questions or concerns about the communications material covered thus far: listening skills, feelings identification, I-messages, and nonverbal communication. As a class, address these questions and concerns.

or

Have students, as a class or in their cooperative groups, develop their own lists of rules for effective communication.

Handout

Rules for Effective Communication or How to Become a Better Communicator

Name ______________________________

1. Stop talking.
2. Ask questions.
3. Concentrate on what the other person is saying.
4. Look at the other person.
5. Smile and "grunt" appropriately.
6. Control your feelings.
7. Get rid of distractions.
8. Restate the main points (paraphrase).
9. Share the responsibility for communication.
10. React to ideas, not to the person.
11. Listen to what is said.
12. Listen to how something is said.
13. Avoid hasty judgments.
14. Avoid jumping to conclusions.

Week 15: Group Dynamics (Working Together)

Planning Guide

This planning guide alerts you to equipment, materials, special preparations, and/or personnel needed for this week's lessons, *in addition to* the handouts or other class materials for the week.

Lesson 72: 3" x 5" cards with role-play assignments (1 per student)

Lesson 73: "Square-Off Package" handout copied on tagboard, cut, and placed into envelopes (1 per cooperative group)

Lesson 74: "A Murder Mystery" handout, copied and cut into strips (1 set per cooperative group)

Lesson 71

Purpose

To understand the concept of group dynamics; to become aware of how group decisions are made

Materials

"Observation Guide for Group Dynamics" handout

Introduce the Lesson

Review briefly the concepts of I-messages and communication barriers.

Introduce today's lesson.

"All of us spend much of our time as part of a group: families, classes, sports teams, neighborhoods, clubs, and church groups are just a few. For the next several days, we are going to apply what we have been learning about communication to group situations. We are going to explore the dynamics of a group—the power and influences within a group. We are going to conduct more experiments to see how people behave in groups and to learn how groups can be more effective."

Present the Lesson

Conduct the following group decision-making exercise. Have students get into their cooperative groups. Tell students they are going to be given a problem to solve. They will have exactly ten minutes to solve the problem and to agree on the solution. At the end of the ten minutes, they should be prepared to report their solution to the class.

Read aloud the following situation:

"Brian, aged fifteen, has a friend, Theo, whom he wants to impress. He decides to sneak the keys to his mother's car so he can take Theo for a ride. When he is backing the car out of the garage, Brian hits a trash can and scrapes one of the fenders. Immediately he drives the car back into the garage and returns the keys. That night Brian's mother notices the scratch and guesses that Brian is responsible for the accident. She wants to know what happened, so she asks Theo, who is spending the night at Brian's house. Theo is afraid to tell her what happened because he knows Brian's mother will punish Brian if she knows the truth. Brian's mother keeps asking questions. What should Theo do?"

Ask the following questions, and allow a volunteer from each group to respond:

- Did your group have a leader or was leadership shared?
- Did everyone talk in your group? Did some people not feel like contributing? Did some people do most of the talking?
- Did group members interrupt each other or cut each other off?
- Who do you look at when you're talking in a group?
- Did the people in your group listen to each other?

Explain that by studying group communication and interaction, we can learn better ways of working together, and we can become more comfortable participating in group activities.

Distribute the "Observation Guide for Group Dynamics" handout and conduct the cooperative group activity. Read through the handout with students, clarifying as necessary. Encourage students to refer to these guidelines whenever they are involved in cooperative groups. Assign one observer for each group. Instruct the observers to record their observations on page 2 of the handouts. Instruct students to listen carefully as you read the following situation:

> "Latrice has been asked by a good friend to go to Disneyland next Saturday. Since she has never been there, and her friend has free passes, Latrice is very excited about going.
>
> "Latrice is the star of the high school gymnastics team. Two days before her trip to Disneyland she finds out that her team qualified for the regional playoffs. The playoffs will be on Saturday, the same day as her long-awaited trip. Latrice does not know when she will ever get a chance to go to Disneyland again, but the gymnastics team is depending on her."

Give groups ten minutes to decide on a solution to Latrice's dilemma. Encourage the observers to pay close attention to the interaction between their group members and to record what they observe.

Have the groups report their decisions. Then ask each observer to report his or her observations of the members during the problem-solving activity. Give other group members the opportunity to respond to these observations.

Follow Up

Ask students if they feel it is harder to make a decision by themselves or as a member of a group. Discuss. Ask them what happens when group members can't agree on something.

Looking Ahead

Tell students that tomorrow they will learn more about the specific roles people play in group interactions.

Handout

Observation Guide for Group Dynamics

Name ________________________

Consider the following questions when working in your cooperative groups:

Participation: Did all group members participate? Were some members excluded? Was an effort made to draw members out? Did one or a few members dominate the discussion? Did anyone withdraw from the group?

Leadership: Did a leader emerge or was leadership shared? Was the group ever without leadership?

Roles: Who initiated ideas? Who helped push for decisions? Who helped keep good working relations within the group?

Decision Making: Did everyone agree to the decisions made? Who helped influence decisions of others? Were attempts made to summarize and pull together various ideas? What issues did the group seem to resolve? Not resolve?

Communication: Did members feel free to talk? Was there any interrupting or cutting off of members? Did members listen to one another? Did members display any nonverbal communication?

Sensitivity: Were members sensitive to the concerns of one another? What feelings were being expressed, verbally or nonverbally?

Openness: Were members frank and open with each other? Did they share without hesitation? Were differences confronted openly and honestly?

Participation ____

____

____

Leadership ____

____

____

Roles ____

____

____

Decision Making ______________________________

____

____

Communication ______________________________

____

____

Sensitivity ______________________________

____

____

Openness ______________________________

____

____

Lesson 72

Purpose

To become aware of the different roles people play in groups

Materials

"Group Roles" handout, 3" x 5" role-play cards

Introduce the Lesson

Ask students to share one thing they learned yesterday from the group problem-solving exercises.

Tell students to

> "Imagine you are the leader of a group. What introductory sentences would you make to the group to get everyone excited about the new clean-up project the group is leading at school?"

Generate responses, and discuss the difficult role a leader has to play sometimes. Tell students that today they are going to consider the different roles people play in a group.

Present the Lesson

Conduct group-roles activity. Divide students into groups of seven. Direct each group to sit in a circle. Pass a different role-playing card to each student in each group. (*Note:* Assign roles to students who have personalities that are very different from the role-play characters, if possible.) Explain that each student is responsible for assuming the role on her or his card. Tell students not to show their cards to one another.

Explain that as a group students must decide what band to hire for an important dance coming up soon. They will have ten to fifteen minutes to role play the situation, assuming the roles on their cards. Emphasize that students should *not* tell group members what role they are playing. Group members will guess who was playing what role at the end of the activity.

Distribute the "Group Roles" handout at the end of the ten- to fifteen-minute role-playing period. Read aloud each role and its description, and have students guess who was playing each role in their group.

Follow Up

Discuss with students the idea that groups are made up of all kinds of people. Some of these people help the group do its work, and others keep the group from accomplishing its task. Consider the following questions:

1. Which roles were helpful to your group? Why?
2. Which roles were not helpful or slowed down group progress? Why?
3. When people are acting out roles that are not helpful, what can the rest of the group do to help the group progress?
4. Think about some groups with which you are involved. What makes a group successful? not successful?
5. What kind of role do you usually play in a group?

Conduct another role-play exercise, if time permits. Instruct students to play the same role they had before in the following situation:

> The group must decide where they will go for a day-long field trip next week. They have bus transportation, and everyone must attend.

Looking Ahead

Tell students to be alert to the roles people play in the different groups they belong to. Encourage them to jot down, or remember, what they observe between today's class and tomorrow's class. Let students know that tomorrow they will have an opportunity to try various roles in a group decision-making process.

Handout

Group Roles

Name ______________________________

Make copies of this sheet, cut roles apart, and paste the strips on 3" x 5" cards.

Starter

Do: Help start discussion. Bring up new ideas.

Say: "We have to decide which band we want." "I think we should look at this."

Reviewer

Do: Bring group up to date on its progress. Point out differences of opinion.

Say: "It sounds like we all agree on that idea." "Most of us want a rock band, but a few of us want country music."

Peacemaker

Do: Settle differences and arguments. Relieve tension, sometimes by cracking jokes.

Say: "Let's find a way to combine both ideas." "That reminds me of a story . . ."

Follower

Do: Just go along with everyone else.

Say: "I don't care. Let's do whatever the rest of you think."

Clown

Do: Spend most of the time fooling around.

Say: "How about getting hold of Lawrence Welks' band; it's pretty hot!"

Blocker

Do: Always disagree with the group.

Say: "You're all wrong. It will never work."

Dictator

Do: Try to control the group. Boss people around.

Say: "Now listen to me . . ." "This is the only way to do it . . ."

Handout

Group Roles

Name ______________________________

Role	What They Do	What They May Say
Starter	Helps start discussion Brings up new ideas	"We have to decide which band we want." "I think we should look at this."
Reviewer	Brings group up to date on their progress Points out differences of opinion	"It sounds like we all agree on that idea." "Most of us want a rock band, but a few of us want country music."
Peacemaker	Settles differences and arguments Relieves tension, sometimes by cracking jokes	"Let's find a way to combine both ideas." "That reminds me of a story . . . "
Follower	Just goes along with everyone else	"I don't care. Let's do whatever the rest of you think."
Clown	Spends most of the time fooling around	"How about getting hold of Lawrence Welks' band?"
Blocker	Always disagrees with the group	"You're all wrong . . ."
Dictator	Tries to control the group Bosses people around	"Now listen to me . . ." "This is the only way to do it . . ."

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Lesson 73

Purpose

To use nonverbal communication to accomplish a task

Materials

"Square-Off Package" puzzle pieces in envelopes (1 per cooperative group), copies of "Square-Off Observer's Guidelines" handout (1 per group)

Introduce the Lesson

Select volunteers to briefly review the seven different roles studied yesterday. Review the roles that students jotted down or observed during the previous evening.

Tell students the following:

> "Today we are going to do an activity that requires nonverbal communication. You did a similar activity earlier this semester. See if you are able to use the skills you have developed since then to accomplish the task more successfully."

Present the Lesson

Conduct the nonverbal communication activity. Divide students into their cooperative groups. Have each group select one person to act as observer. Read the following rules for the activity (you may wish to write these rules on the chalkboard or chart paper):

- The group's job is to construct eight squares of equal size.
- There is to be *no* talking.
- A player may pass one or more parts of the squares to any other team member at any time.
- A player may not take, or otherwise indicate the desire to receive, a teammate's puzzle piece.
- All eight squares must be the same size when completed.
- Groups will have five to seven minutes to complete all eight squares.

Give each selected observer a copy of "Square-Off Observer's Guidelines" handout. Go over the guidelines. Allow groups five to seven minutes to work on the puzzles. Call groups together, and ask the observers to report their observations. Then, ask the following questions, and direct students to write down their answers before discussing them:

- Was it difficult to follow the rules? Why or why not?
- What were your reactions to the game?
- How did you communicate your ideas to the others?
- How did others communicate to you?
- Did group leaders emerge?
- How can you influence a group with nonverbal behavior?

- Did you feel like your group was competing with the other groups? Were members of your group competing with other members in your group?

- What can groups or group members learn from this activity?

Have students recall last week's work on nonverbal communication. Ask if any of what they learned last week helped them in their activity today. Discuss. Ask how they can use the information on nonverbal communication in the future.

Instruct students to get into their cooperative groups again to solve a mystery. Tell them that this time they can use verbal communication. They will have five minutes to solve the mystery. Have them choose an observer to record group interaction. Read the following mystery:

> Amy is sitting in her car. She starts it up and drives west in a straight line a quarter of a mile. When she stops the car, she is facing east. How can this be? (Solution: She backed up.)

Follow Up

Select a representative from each group to report the group's solution to Amy's mystery. Have each observer summarize her or his group's interactions. Ask students to compare their experience with this mystery with the nonverbal experience of the "Square-Off" activity. Discuss.

Looking Ahead

Instruct students to observe other people—students in other classes, friends, parents, and so forth—and to write down at least five observations of how nonverbal communication had an effect on what went on in the observed situation.

Tell students that tomorrow they will play a challenging game, a game that requires them to solve a murder. They will be able to communicate verbally in this game, so they may want to give some thought to what kind of role they want to play in their group.

Handout

Square-Off Observer's Guidelines

An objective observer is helpful to a group that wishes to learn about its own behavior. By standing apart from an ongoing activity, the observer has the opportunity to watch the group's behaviors, record observations, and give the group helpful feedback.

Answer the following questions about the group you are observing:

1. Look for signs of discomfort: tension, frustration, giggling, or nonparticipation in the activity. Did anyone seem uncomfortable? Who?
2. What actions seem to increase tension?
3. What actions seem to relieve tension?
4. Who seems willing to share puzzle parts?
5. Who seems unwilling to share puzzle parts?
6. As the game progresses, does anyone emerge as a leader? What has that person done to gain leadership?
7. Do group members violate any of the rules? Which rules? What seems to be the reason for rule violations?

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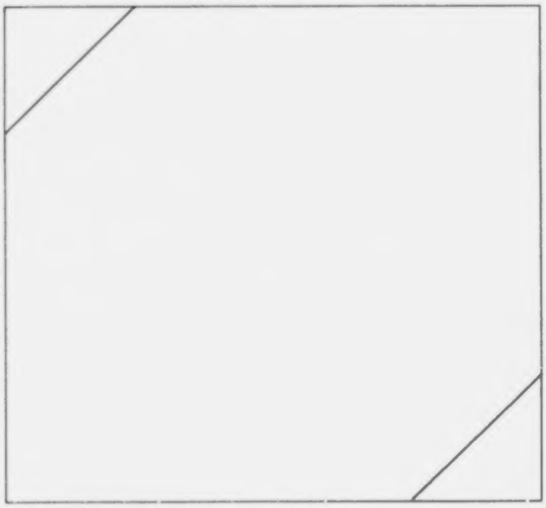
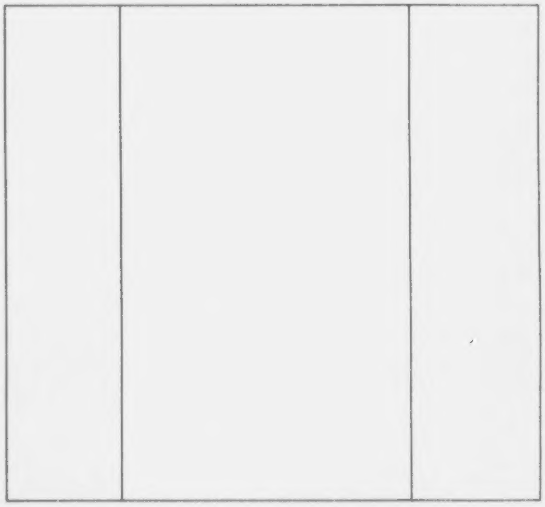
Handout

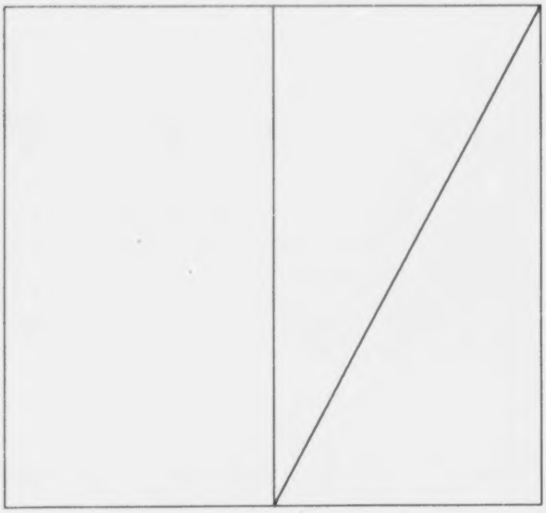
Square-Off Package

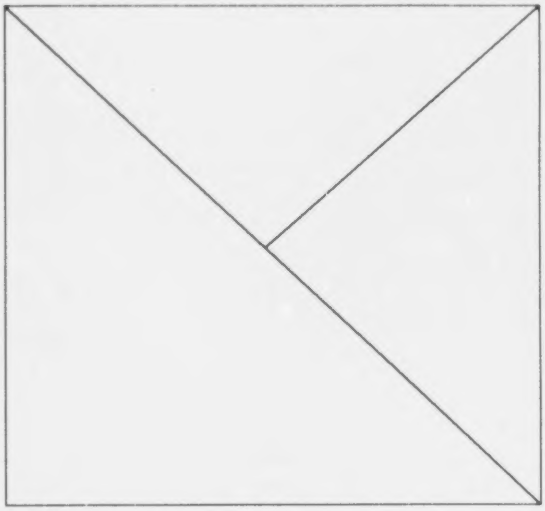
(*Note:* One square-off package equals eight squares.)

Copy both pages on tagboard (if possible). Make enough copies for each cooperative group. Cut apart and place pieces of all eight squares in one envelope.









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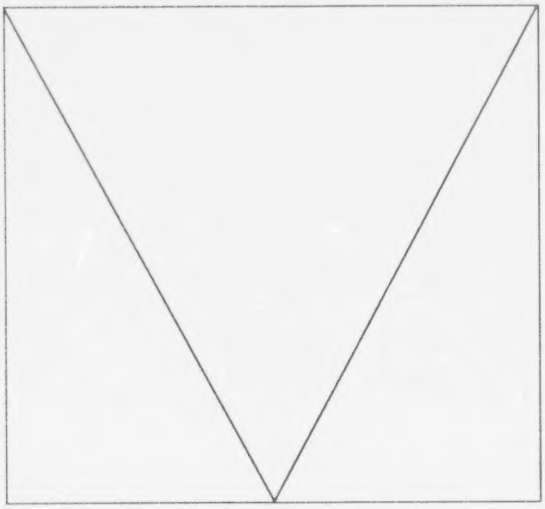
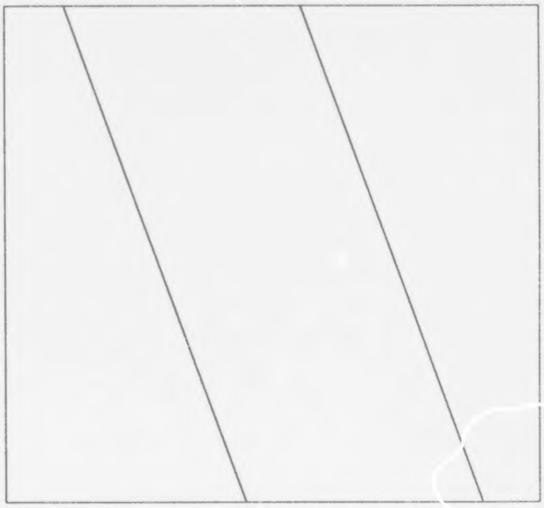
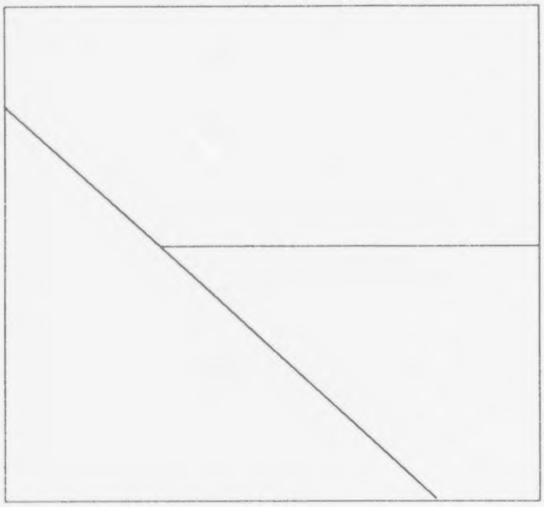
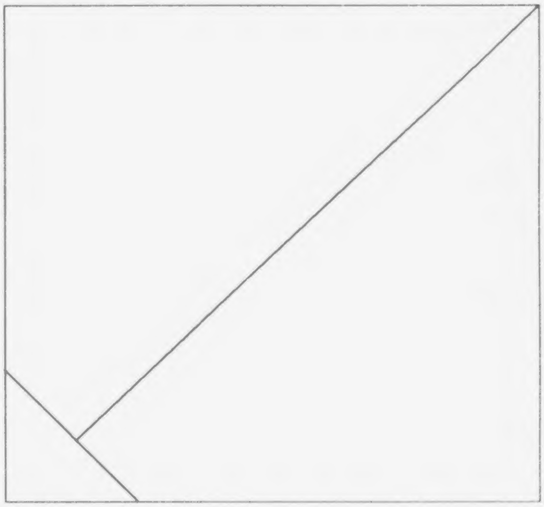








Lesson 74

Purpose

To improve effective communication in group decision making

Materials

"A Murder Mystery" clue strips handout, copied and cut apart (one set per group) of six to eight students

Introduce the Lesson

Discuss yesterday's homework, the observation of nonverbal communication among various groups of people in various situations. Encourage students to be alert to other people's nonverbal communication. Encourage students to become more aware of their own use of nonverbal communication and to practice using it in a positive manner: eye contact, nodding in agreement, smiling, and so on.

Tell students that today they are going to use their communication and decision-making skills to solve a murder mystery.

Present the Lesson

Introduce the verbal communication activity. Divide students into groups of six or eight, and have each group choose one person to be the group leader and one person to be the recorder for the group. Tell students that each of them will receive several clues about the murder mystery. From the clues they will have to determine the following (write on chalkboard):

- the murderer
- the weapon
- the time of the murder
- the place of the murder
- the motive for the murder

Review the rules of the game. You may wish to write the rules on the chalkboard or on chart paper for students to refer to during the game.

- You must stay in your seat at all times.
- You may not pass around your clues.
- All sharing of clues and ideas must be done verbally.
- The only person who can write down clues or ideas is the recorder. At any point during the game, you may ask the recorder to read back clues or ideas.
- Any time you think you know the answers to the mystery, share them with the group. If the group agrees on the answers, the leader will check them with the teacher to see if they are correct. If part of the answers are wrong, the teacher will not tell you which part. That is up to the group to figure out.

Pass out three or four clues to each student, and have students begin to solve the mystery. Encourage students to pay special attention to working effectively as a group to solve the mystery.

Call for attention approximately ten minutes before the end of the period or whenever all groups are finished. Select a group to reveal their findings. (Solution: After receiving a superficial gunshot wound from Mr. Jones, Mr. Kelley went to Mr. Scott's apartment where he was killed by Mr. Scott with a knife at 12:30 A.M. because Mr. Scott was in love with Mr. Kelley's wife.)

Follow Up

Ask the following questions:

1. Was a leader needed for this activity? Why or why not?
2. How did you spend your time getting organized?
3. What roles did various group members assume?
4. What could have been done to make the group more effective?
5. Was solving this murder easier than solving the bank robbery a few weeks ago? Why?

Looking Ahead

Tell students that tomorrow they will continue to explore the importance of group dynamics.

Handout

A Murder Mystery

Make a copy of these clues for each group of students. Cut clues apart, and give each group one complete set, three to five clues per student.

When the elevator operator saw Mr. Kelley, Mr. Kelley was bleeding slightly, but did not seem too badly hurt.

The elevator operator saw Mr. Kelley go to Mr. Scott's room at 12:25 A.M.

Mr. Kelley had been dead for one hour when his body was found, according to a medical expert working with the police.

The elevator operator said that Ms. Smith was in the lobby of the apartment building when he went off duty.

Ms. Smith saw Mr. Kelley go to Mr. Jones' apartment building at 11:55 P.M.

Mr. Kelley's wife disappeared after the murder.

When he was discovered dead, Mr. Kelley had a bullet hole in his thigh and a knife wound in his back.

Mr. Jones shot an intruder in his apartment building at 12:00 midnight.

The elevator operator reported to police that he saw Mr. Kelley at 12:15 A.M.

The bullet taken from Mr. Kelley's thigh matched the bullet from the gun owned by Mr. Jones.

Only one bullet had been fired from Mr. Jones's gun.

Police were unable to locate Mr. Scott after the murder.

When police tried to locate Mr. Jones after the murder, they discovered that he had disappeared.

Ms. Smith often followed Mr. Kelley.

Mr. Jones told Mr. Kelley that he was going to kill him.

Ms. Smith said nobody left the apartment building between 12:25 A.M. and 12:45 A.M.

Mr. Kelley's blood stains were found in Mr. Scott's car.

Mr. Kelley's blood stains were found on the carpet in the hall outside Mr. Jones's apartment.

A knife with Mr. Kelley's blood on it was found in Smith's yard.

The knife found in Ms. Smith's yard had Mr. Scott's fingerprints on it.

Mr. Kelley had destroyed Mr. Jones's business by stealing all of his customers.

The elevator operator saw Mr. Kelley's wife go up to Mr. Scott's apartment at 11:30 P.M.

The elevator operator said that Mr. Kelley's wife frequently left the building with Mr. Scott.

Mr. Kelley's body was found in the park.

Mr. Kelley's body was found at 1:30 A.M.

The elevator operator went off duty at 12:30 A.M.

It was obvious from the condition of Mr. Kelley's body that it had been dragged a long distance.

Lesson 75

Purpose	To practice effective communication and decision making in a group
Materials	The "Survival Game" handout from week 3, lesson 13, and the "Observation Guide for Group Dynamics" handout from week 15, lesson 71

Introduce the Lesson

Write today's journal topic on the chalkboard.

> Where do you feel *most* comfortable as a part of a group (family, school, church, team, friends)? Why? What role do you play in that group?

Tell students that today they are going to practice their communication and decision-making skills by solving another problem. Explain that they considered the problem in their first cooperative groups during week 3. This time they will determine whether their newly developed communication and decision-making skills aid in solving the problem more easily.

Present the Lesson

Conduct "The Survival Game" activity again, this time emphasizing effective communication and decision-making skills. Divide the class into cooperative groups. Distribute the "The Survival Game" handout. Review the scenario with students. Have each group appoint an observer. Give each observer a copy of the "Observation Guide for Group Dynamics" handout, or they may use lesson 71. Allow groups 20 minutes to solve the problem. At the end of that time, have them report their decisions to the class, explaining why they chose the people they did.

Follow Up

Have group observers share their observations, using their notes from the "Observation Guide for Group Dynamics" handout. Allow group members to respond to the observations.

Looking Ahead

Tell students that next week they will begin to think about careers.

Supplemental Activity

My Secret

Purpose

To become sensitive to the characteristics necessary for a helping relationship

Materials

Strips of paper (several per student)

Present the Lesson

Conduct the "My Secret" exercise.

Explain that the purpose of the following exercise is to help students start thinking about the personal characteristics that enable one person to help another.

> "I want you to think of a secret, something that you have never shared with anyone else. Or, if you have shared the secret, you have told only one other person. For this exercise you are not going to be asked to write down your secret or tell it to anyone. Take a minute and think about your secret."

Ask students to think of someone with whom they would be willing to share their secret. If they cannot think of someone they know, ask them to create a person in their minds with whom they would share their secret.

Pass out several strips of paper to each student. Tell students to write on the strips of paper the qualities their real or imaginary person has that would enable them to share their secret. (For example, the person is trustworthy, a good listener, someone who wouldn't make fun of them, someone who would still like them after they heard the secret, and so on.) Collect the strips of paper and list the qualities students wrote down on the chalkboard. Discuss the list of items/qualities.

Discuss reasons for sharing things that are important to us.

> "Why is there a need to share?" (Write responses on chalkboard. Possible answers include to obtain more than one viewpoint, to show that you trust someone, to enable you to trust someone, and to enrich your decision-making process, so you don't feel so alone with your problems.)
>
> "Why don't people share?" (Write responses on the chalkboard. Possible responses might include fear of being embarrassed, fear of the other person telling your secret, fear that the other person won't understand or will make fun of you, and so on.)

Tell students the following:

> "You have the ability to control your own life; you can be a trustworthy person, the kind of person others can confide in, or you can be untrustworthy, the kind of person who turns other people's secrets into gossip.
>
> "Think about being in a position to receive someone else's secret. How would you handle yourself? Would you keep the secret? Would you tell the secret to someone else, as a way of getting attention or getting someone to be your friend? Remember, you can choose what kind of person you want to be."

Follow Up

Ask students the following:

1. Which qualities were named most often to describe someone with whom you would share a secret?
2. Which of these qualities do you see in yourself?

Supplemental Activity

Leadership Qualities

Purpose

To develop an awareness of the qualities of a good leader

Materials

Large sheets of paper (one per cooperative group), marking pens

Present the Lesson

Read the following definition of leadership to students:

> "Leadership is something that leaders do, not something they have. Leadership involves influencing others in making decisions. It also includes setting goals and accomplishing goals and keeping a group together."

Explain that students who want to be followers instead of leaders should be selective about whom they follow. Without good leadership, groups may be less successful or rewarding.

Divide students into cooperative groups. Give each group a large sheet of paper and a marking pen. Direct students to choose one person from their group to record information on the sheet of paper. Instruct each group to brainstorm a list of positive leadership qualities. Allow ten to fifteen minutes for brainstorming.

Bring the groups back together, and have the recorders post the teams' lists of positive qualities in the front of the class. Discuss the positive leadership qualities on the lists. Relate the qualities listed to the Going Places curriculum, reinforcing the values of self-esteem, assertiveness, active listening, and I-messages as the basis of effective leadership.

Follow Up

Have students think back to the leadership characteristics they have encountered in group situations. Ask the following quesitons:

1. Are all good leaders the same type of person? What qualities do good leaders share?

2. What leadership opportunities are available to you within your family, peer group, school, club? What leadership opportunities may be available to you in the future?

3. What can you do to become a leader or a more effective leader?

Have students read the biography of Sarah Breedlove Walker, and lead a discussion on the questions that follow.

Handout

Success Story: Sarah Breedlove Walker (AKA Madame C. J. Walker) (1867–1919)

Name ______________________________

Many people have achieved success by becoming entrepreneurs. Do you know what an "entrepreneur" is? One definition is a person who organizes, manages, and assumes the risk of a business. Sarah Breedlove Walker was a successful entrepreneur. She had an idea she believed in, she pursued it as a business, and she became the first African-American female millionaire.

But Walker's success did not happen overnight. She was born a sharecropper's daughter in the South, and as a young woman she made her living as a washerwoman earning $1.50 per day. When she was thirty-four years old and a widow with a young daughter to raise, she had the idea of developing special hair preparations for African-American women to use. She tried many experiments with salves and soaps in her washtubs, and she eventually developed products that she demonstrated door to door. Because her products sold so well, Walker was soon able to move from St. Louis to Denver and set up a manufacturing operation. She trained many of her satisfied clients in her sales methods. They became her representatives, selling her products throughout the United States and the Caribbean.

But Walker was not content to stop there. Besides establishing factories and beauty colleges, she actively supported the National Association for the Advancement of Colored People, scholarships, homes for the aged, and the YMCA.

Questions:

1. Do you think you could be an entrepreneur? Do you have ideas that are unique and innovative?
2. Would you be willing to take a risk and work hard to make your entrepreneurial idea successful?

Week 16: Sex-Role Stereotyping

Planning Guide

This planning guide alerts you to equipment, materials, special preparations, and/or personnel needed for this week's lessons, *in addition to* the handouts or other class materials for the week.

It is recommended that a guest speaker be scheduled for Friday as part of the supplemental option.

Lesson 76

Purpose

To define the term "career"; to understand the concept of stereotyped sex roles; to become aware of personal assumptions about what it means to be male and female

Materials

"Exploring Stereotypes" handout

Introduce the Lesson

Review briefly the importance of effective communication when working with other people. Introduce today's lesson.

> "Today we are going to talk about male and female roles and the assumptions we have about those roles. For example, in many homes, the woman is expected to do the grocery shopping and prepare the meals while the man is responsible for making sure the car is running and the garbage is taken out. You can probably think of some assumptions that pertain to young men and women your age. Sometimes, when people make judgments about what we can and can't do based on our sex, they are limiting our abilities and potential. These people have what we call 'stereotypical images' of females and males.
>
> "A 'stereotype' is a fixed, overly simple belief about a person or group. A 'sex-role stereotype' is a simplified idea about the qualities, abilities, activities, and characteristics of all people of one sex.
>
> "Who can describe an experience when you were told you couldn't do something because you were a boy or a girl? Was it fair? Why?"

Present the Lesson

Discuss sex-role stereotypes. Brainstorm with students words that are used to describe males. Cluster them on the chalkboard around the word "male." Brainstorm words that are used to describe females. Cluster them around the word "female." Discuss with students the experiences they have had that challenge some of the stereotypes written on the chalkboard.

Distribute the "Exploring Stereotypes" handout. Instruct students to complete the handout individually. Discuss it as a class.

Follow Up

Instruct students to list on paper, four ways their lives would be different right now if they were the opposite sex.

Ask the following questions:

1. What do you like the most about being female/male?
2. What do you like the least about being male/female?
3. Would your parents treat you differently if you were the opposite sex? How?

Looking Ahead

Explain to students that they will be examining their personal assumptions about sex roles more closely and will learn how these assumptions might affect their career choices.

Encourage students to begin thinking about the career options they have open to them.

Handout

Exploring Stereotypes

Name ______________________________

Put a check (√) next to the items that apply to you. Complete both columns.

Column 1

For girls: Because I am a girl, I would not

For boys: If I were a girl, I would not

___ wear hightop tennis shoes

___ beat a boy at a sport or game

___ yell when I'm angry

___ surf

___ kiss my brother

___ hit a boy

___ go out to a movie by myself on a weekend night

___ play a male in a play

___ try to join a boys' soccer team

___ get into a fist fight

___ climb a big rock

___ play football

___ learn to fix a car

Below add three more items you feel are missing from the list.

___ ______________________________

___ ______________________________

___ ______________________________

Column 2

For boys: Because I am a boy, I would not

For girls: If I were a boy, I would not

___ cry

___ go grocery shopping

___ make dinner for my family

___ do needlework

___ hit a girl

___ babysit

___ play a female in a play

___ clean the house

___ kiss my father

___ back out of a fight

___ wear an earring

___ hug a male friend

___ wash dishes

Below add three more items you feel are missing from the list.

___ ______________________________

___ ______________________________

___ ______________________________

Lesson 77

Purpose

To realize that sex-role stereotypes have been prevalent throughout history; to understand that sex-role stereotyping has limited the career opportunities available to women

Materials

"Rules for Female Teachers" handout

Introduce the Lesson

Divide students into cooperative groups. Have each group brainstorm a list of all the careers (jobs) they can think of. Have the groups categorize their lists into (1) jobs that are traditionally female, (2) jobs that are traditionally male, and (3) jobs that both females and males hold. Discuss the lists.

Remind students that sex-role stereotypes have an effect on the jobs that are available to all of us. Tell students that today's lesson will make students more aware of the sex-role stereotypes that have been prevalent throughout history.

Present the Lesson

Discuss [illegible]ers of famous people in history.

> "Today we are going to look at the careers of famous people in history. First, let's make two lists on the chalkboard, one of famous men, one of famous women." (Examples of famous women might include: Virginia Woolf, writer; 'Mother' Mary Jones, labor organizer; Amelia Earhart, aviator; Marie Curie, scientist; Indira Gandhi, Prime Minister of India; Sally Ride, astronaut; plus others that students suggest.)
>
> "Why is the men's list longer? Who has been the major focus of written history?" (Men.) "Now, let's write the occupation next to each person. What are the differences and similarities in the women's and men's occupations?"

Distribute and discuss the "Rules for Female Teachers" handout. Introduce the handout by telling students that

> "throughout history there have been times when men and women have had the same job, but they had different sets of rules to follow.
>
> "Let's look at these rules that female teachers in Massachusetts had to follow in 1915."

Follow Up

Ask the following questions:

1. Why were these rules written?
2. Were they fair?
3. Do you think male teachers were required to follow similar rules? Why?
4. Should there be different rules for men and women working in the same job?

Looking Ahead

Explain to students that today they looked at careers men and women have held throughout history and some of the limits that have been placed on women's careers. Tell them that in the next lesson they will look at ways the mass media reinforces stereotypes.

Handout

Rules for Female Teachers

Name ______________________

1. Do not get married.
2. Do not leave town at any time without permission of the school board.
3. Do not keep company with men.
4. Be home between the hours of 8:00 P.M. and 6:00 A.M.
5. Do not loiter downtown in ice cream stores.
6. Do not smoke.
7. Do not get into a carriage with any man except your father or brother.
8. Do not dress in bright colors.
9. Do not dye your hair.
10. Do not wear any dress more than two inches above the ankle.

—From a 1915 Massachusetts school department manual

From *Women in Nontraditional Careers (WINC) Curriculum Guide*, U.S. Department of Labor, Office of the Secretary, Women's Bureau, 1984.

Lesson 78

Purpose

To become aware of the traditional stereotypes that are prevalent in the mass media

Materials

"Male and Female Occupations from Dick and Jane Readers" and "Stamp Out Sex-Role Stereotyping" handouts

Introduce the Lesson

Remind students that sex-role stereotypes have often been limiting to both females and males because of the way certain jobs are perceived. Ask students where they think people get their ideas about what's right or wrong, acceptable or not acceptable work for women and men.

Tell students that the mass media plays a large part in shaping the ideas that people hold about male and female roles. Today's lesson will give students a better idea about just how powerful the mass media is in our society.

Present the Lesson

Distribute and discuss the "Male and Female Occupations from Dick and Jane Readers" handout.

> "We refer to books, magazines, newspapers, television, radio, and the movies as the 'mass media.' All of these reflect, reinforce, and at times, work to change our culture and the stereotypes prevalent in society.
>
> "Not so many years ago, students in elementary schools used Dick and Jane books as they were learning to read. Unfortunately, these books did not promote nontraditional careers for females or for males. This handout lists the career occupations that men and women were assigned to in the Dick and Jane reading books. As you can see, the male list is much longer than the female one.
>
> "What do these lists tell us about what young children learned about careers?"

Go through the male list on the handout, and discuss which of the jobs women also do. Do the same with the female list, deciding which of the roles men also play. (Have students explain their reasons for thinking that men or women *cannot* perform certain jobs.)

Discuss whether students think the textbooks they use in school today are better than the Dick and Jane books in promoting nontraditional roles for men and women.

Discuss sex-role stereotyping of careers on television. Make a list on the chalkboard of television programs students enjoy watching. Categorize the list into shows with traditional male/female careers and those with nontraditional male/female careers. Discuss the main characters of the shows: What are their careers? Do the other characters encourage or discourage these careers?

Distribute the "Stamp Out Sex-Role Stereotyping" handout. Instruct students to complete the handout and then discuss it. (You may wish to assign the handout for homework and discuss it tomorrow.)

Follow Up

Ask the following questions:

1. What can you do to overcome the traditional stereotypes in the media?
2. What could you tell about stereotypes to a younger brother or sister who watches a lot of television?

Looking Ahead

Explain to students that in the future they will be looking more closely at the strengths and talents they each possess to determine which careers they are capable of pursuing.

Handout

Male and Female Occupations from Dick and Jane Readers

Name ______________________________

Occupations of Adult Males

airplane builder
animal trainer
architect
artist
astronaut
astronomer
athlete
author
baby-sitter
baker
balloonist
band conductor
banker
barber
baseball player
blacksmith
botanist
building contractor
businessman
bus driver
carpenter
circus keeper
clerk
clockmaker
clown
coach
computer operator
construction worker
cook
cowboy
craftsman
decorator
detective
deliveryman
dentist
doctor
doorman
electrician
engineer
expert on art
explorer
fairgroundsman
farmer
figure skater
filmmaker
fireman
fisherman
foreman
forest ranger
gardener
gas station attendant
glassblower
guard
handyman
humorist
hunter
ice cream man
innkeeper
inventor
janitor
judge
juggler
king
knight
landlord
lifeguard
lighthousekeeper
lumberman
magician
mailman
mathematician
mayor
MC in nightclub
merchant
milkman
miller
miner
mineralogist
monk
mover
museum manager
naturalist
newspaper owner
news reporter
organ-grinder
outlaw
painter
parent
peddler
pet store owner
photographer
pilot
pirate
plumber
policeman
pony herder
popcorn vendor
priest
principal
professor
prospector
radio reporter
railroad inspector
restaurant owner
roadmaster
rocket firer
sailor
salesman
scientist
scoutmaster
sea captain
sheepherder
sheriff
shipbuilder
shoemaker
silversmith
ski teacher
soldier
space station worker
stagecoach driver
statesman
steamshovel operator
stonecutter
storeowner
submarine operator
tailor
taxidermist
telephoneman
telephone lineman
TV actor
TV man
TV newsman
TV writer
ticket seller
train conductor
train engineer
trapper
trashman
trolley driver
truck driver
veterinarian
watchman
whaler
woodcutter
WWII hero
zoo keeper

From *Women in Nontraditional Careers (WINC) Curriculum Guide*, U.S. Department of Labor, Office of the Secretary, Women's Bureau, 1984.

Occupations of Adult Females

acrobat
author
babysitter
baker
cafeteria worker
cashier
cleaning woman
cook
doctor
dressmaker
fat lady (in circus)
governess
housekeeper
ice skater
librarian
painter
parent
recreational director
school crossing guard
school nurse
secretary
shopkeeper
teacher
telephone operator
witch

Handout

Stamp Out Sex-Role Stereotyping

Name ______________________________

Choose one comedy series on television. How are male and female characters portrayed on the show? Fill in the chart below.

Character	Two Words to Describe Her/Him	How Is She/He Portrayed As a Female/Male on the Show?

What do you think is the producer's viewpoint on male/female roles?

Adapted from *Opportunities Unlimited: An Activity Guide for Nontraditional Career Awareness*, Project CHOICE, an ESEA Title IV-C program of the San Diego City Schools, 1981.

Lesson 79

Purpose

To examine sex-role stereotypes and expectations as they relate to the changing world

Materials

"Measuring My Own Awareness: Cinderella" and "Measuring My Own Awareness: Prince Charming" handouts

Introduce the Lesson

Ask students if they feel that sex-role stereotypes and expectations as they relate to careers are changing. Ask for examples.

Ask a student to quickly tell the story of Cinderella to the class. Have another student name the type of jobs Cinderella was allowed to do. Label her jobs as traditional or nontraditional.

Select a volunteer to describe the character of Prince Charming and classify his role as traditional or nontraditional.

Tell students that today they will be reading and discussing new versions of these characters' lives.

Present the Lesson

Distribute the "Cinderella" handout to girls and the "Prince Charming" handout to boys, and tell students

> "Many of you know the story of Cinderella and Prince Charming. Today we're going to look at their story again to see what we can learn about roles and career expectations."

Select students to read the stories aloud. Instruct students to cover the scoring portion and complete the handouts. When they have completed the handouts have them use the scoring section to interpret their responses. Discuss.

Follow Up

Ask the following questions:

1. Did you come out the way you expected on the score?
2. What are your expectations for yourself and your future career?
3. How can you challenge your friends to expand their expectations for their futures?

Looking Ahead

Tell students that in the lessons to come they are going to define their career expectations more specifically.

Handout

Measuring My Own Awareness: Cinderella

Name ______________________________

Once upon a time there was a young maiden. Her name was Cinderella. She lived with her stepsisters and stepmother and was responsible for all the cooking, cleaning, and other chores around their home. Although it was a modest home, Cinderella had very little time for herself. She always did as she was told, never questioning her stepsisters or stepmother. Then, she was miraculously discovered by the prince and went with him to live in the castle. She ran the castle and raised their children. She preferred to stay home in the castle, even though there were job opportunities in the kingdom's construction company and a local sword repair shop. The prince, of course, never abandoned her except for occasional trips to Crusader conventions. The prince and Cinderella lived happily ever after—which wasn't really so hard to do because most people of the time tended to die by the age of 50.

Have things changed? Complete the checklist, and you'll see. Check off each item that applies to you.

___ 1. Graduating from high school is not important.
___ 2. I'm not afraid to be the only girl in my class.
___ 3. I know how much money it takes to feed a family of four for a week.
___ 4. I stand up for myself.
___ 5. I think a woman's place is in the home.
___ 6. I have career plans.
___ 7. I can wash clothes.
___ 8. I can raise children.
___ 9. I cannot manage money.
___ 10. I demand equal pay for equal work.
___ 11. I read newspapers and news magazines.
___ 12. I can list twenty different jobs open to women.
___ 13. I can cook.
___ 14. I prefer love stories and movie magazines.
___ 15. I have investigated all high school job training courses, including woodworking and welding.
___ 16. I can fix a flat tire.
___ 17. I know how to care for a baby.
___ 18. I know about apprenticeship programs.
___ 19. I don't worry about the future.
___ 20. I can sew.
___ 21. I plan to have a skill before marriage so that I can always get a job.
___ 22. I can clean.
___ 23. I think I can do any job a man can do, as long as I receive the proper training.
___ 24. I expect to marry and expect my husband to be the breadwinner.

Measuring My Own Awareness: Scoring

If you checked items 1, 5, 9, 14, 19, and 24, you are only prepared to live in Never Never Land and may be in serious trouble. You refuse to admit you will have to work outside the home. You are unaware that nine out of ten young women may work in the future, and that more than half of all women between eighteen and sixty-four years of age are presently

Adapted from the Equal Vocational Education Project, Center for Human Resources. Houston, Tex.: University of Houston, 1976.

in the labor force. Wake up! Prince Charmings are hard to come by, and, even if you find one, he may not remain charming forever and ever. You need to give serious thought to a career, or what you are going to do after high school. Don't wait for your "once upon a time" dreams to be shattered.

If you only checked items 3, 7, 8, 13, 17, 20, and 22, you are probably very capable of managing a home, but you do not think you will have to work outside the home once you are married. How wrong you are! Most likely you will work for as long as thirty-five years. You have probably explored the traditional job training courses but none of the others. Be sure to explore them all!

If you only checked items 2, 4, 6, 10, 11, 12, 15, 16, 18, 21, and 23, you have explored traditional stereotypes (Yea!) and may find yourself capable of handling certain jobs. However, you do not think you will have to manage a home. You've given your future some thought, but you will have to do some more thinking. You need to give serious thought to how you will take care of yourself.

If you checked nearly all items excluding 1, 5, 9, 14, 19, and 24, you deserve a round of applause. You are ready to take on the world. You can manage a home and a job. You have explored all kinds of job training programs, have made a career decision, and have not been limited by traditional stereotypes. You are a person with expanded expectations about your personal, family, and career life. Congratulations!

Handout

Measuring My Own Awareness: Prince Charming

Name ______________________________

Once upon a time there was a fine young man named Prince Charming. He lived in a castle with his mother and father, the queen and the king. Although he loved to eat and look "charming," he never had to do "castlehold" tasks. The tasks were taken care of by young maidens. (So he never made an attempt to learn to do such things.) Each morning Prince Charming would ride off to fight dragons. He was chivalrous, adventurous, and brave. Eventually, the queen felt that Prince Charming should find himself a young woman to be his wife. So Prince Charming set out to find the woman of his dreams and fell madly in love with someone named Cinderella. Now Cinderella was not only sweet and beautiful, but she could take care of the castle as well. After all, she had been responsible for all the cooking, cleaning, and other chores around her family's home. The prince felt he had made a wise choice. They were married, and the prince continued to go off and fight dragons while Cinderella stayed home and ran the castle and raised their kids. Their life continued in this fashion, and they lived happily ever after—which wasn't really so hard to do because most people of the time tended to die by the age of 50.

Have things changed? Complete the checklist and you'll see. Check off each item that applies to you.

___ 1. I expect to be the sole breadwinner of my family.
___ 2. I can cook.
___ 3. I would teach my daughter or sister how to work on a car.
___ 4. I have investigated all high school job training courses, including childcare and nursing.
___ 5. I feel financial matters are best handled by a man.
___ 6. I know how much money it takes to feed a family of four for a week.
___ 7. I would allow my son to play with dolls.
___ 8. I can sew.
___ 9. I see girls as people, not sex objects.
___ 10. I feel women belong in the home.
___ 11. I iron my own clothes.
___ 12. I can raise children.
___ 13. I know how to care for a baby.
___ 14. I'm not afraid to be the only guy in my class.
___ 15. I see women as lovely things to be admired for their beauty.
___ 16. I can clean.
___ 17. I plan to have a career outside the home.
___ 18. I plan to learn to take care of myself even if I marry.
___ 19. I can cry and show emotions.
___ 20. I feel women should raise children.
___ 21. I feel women have as much of a need and right to a career as men do.
___ 22. I open doors for women because they need help.
___ 23. I recognize that most differences in the behavior of men and women are learned.
___ 24. I feel comfortable going out with an intelligent girl.
___ 25. I hope to marry and have a wife who will stay home and take care of me.

Adapted from the Equal Vocational Education Project, Center for Human Resources. Houston, Tex.: University of Houston, 1976.

Measuring My Own Awareness: Scoring

If you checked 1, 5, 10, 15, 20, and 25, you are expecting to slip a glass slipper on a woman's foot someday and then live happily ever after. You may be in serious trouble. You are not prepared for the real world that awaits you. Cinderellas who wait on you hand and foot, looking beautiful all the while, are hard to come by (and then change when they find out what a drag it is). You seem unaware that nine out of ten young women will work outside their home in their future. You need to give serious thought to how you will take care of yourself. It would be a good idea for you to leave "once upon a time" land and gain a more realistic and expanded view of men and women in today's world.

If you checked items 3, 7, 9, 14, 18, 21, and 23, you don't believe in glass slippers, so what are you waiting for? You realize that women have as much need for a career as men, but you don't know how to cook or clean. You plan to take care of yourself, but how? You have an expanded view of men and women, but haven't put your thoughts into practice. Actions speak louder than words. Consider enrolling in a cooking or childcare course.

If you checked nearly all items excluding 1, 5, 10, 15, 20, and 25—let's hear it for you! You are ready to take on the world. You know about all kinds of high school job training courses, including home economics. You cannot only handle a job, but will be able to take care of yourself. You realize that if you choose to be with a woman, she will probably have a career too. You are on your way to becoming a liberated man. Congratulations!

Lesson 80

Purpose

To review sex-role stereotyping

Materials

Going Places notebooks

Introduce the Lesson

Write today's journal topic on the chalkboard.

> I really think that the best job (career) for me is . . . I would like to be able to have that job because . . .

Remind students that this week they have focused their attention on sex-role stereotypes and expectations as they relate to choosing a career. Ask students to list five ways these stereotypes and/or expectations have limited both women and men in their search for careers. Discuss.

Present the Lesson

Have students pair up and share their journal entries. Instruct them to discuss whether or not sex-role stereotypes or expectations might have an effect on the jobs they would like to have. Have them consider whether their job choices would have been affected by sex-role stereotypes or expectations in the past.

Follow Up

Select one of the supplemental activities.

Looking Ahead

Tell students that next week they will continue to discuss career options and they will have the opportunity to begin thinking seriously about their own career options.

Mitchell, Maria. Astronomer who discovered a comet and was first female elected to American Academy of Arts and Sciences, 1847. 1818–1889.

Ortega, Katherine D. Treasurer of United States, 1983. Highest placed Hispanic in government. Former bank president in California.

Rankin, Jeannette. First female member of House of Representatives, 1916. Elected to office before women could vote. Lifelong pacifist. 1880–1973.

Ride, Sally. Physicist. First American female astronaut, 1983.

Roosevelt, Eleanor. Most active first lady in American history. United States delegate to the United Nations, 1945. 1884–1962.

Truth, Sojourner. Real name Isabella Van Wagener. African-American spokeswoman for abolition and women's rights. 1797–1893.

Handout

Guest Speaker Interview Form

1. As a child, what careers were you interested in?

2. What are some of the responsibilities you have on this job?

3. What tools or special equipment do you use on this job?

4. Would you tell us about a typical day on your job? When do you begin work? How many hours do you work?

5. This is not a job we usually think a (female/male) would choose. Why did you choose to go into this line of work?

6. Did people encourage you to take this position, or discourage you?

7. How did your fellow workers accept you?

From *Women's Opportunities Week 1986* (Student Lesson Plans: Grades 7–9), San Diego City Schools, 1986.

8. Do you plan to continue in this line of work? What opportunities for advancement do you have? __________

____

____

9. What things do we do in school that would help in this job? __________

____

____

10. What special skills do you need for your job? __________

____

____

11. Would you encourage other (males/females) to seek this kind of work? Why or why not? __________

____

____

Handout

Success Story: Marie Curie (1867–1934)

Name ______________________________

Some people achieve success after changing their goals and embarking on a new path. Such was the case with Marie Curie, the discoverer of radium and the first world-famous female scientist. Curie won the Nobel Prize twice, first with her husband and Henri Becquerel in physics, and then by herself in chemistry.

Curie was born in Poland during the Russian occupation. Young Poles could only get a university education if they left their country. Curie worked hard as a governess in Poland to finance her sister's education in Paris, until, when she was twenty-three, Curie began her own studies in Paris. During her second year she met Pierre Curie, a French physicist. Her intention had always been to return to Poland after she completed her studies, but after much hesitation she agreed to marry Curie, beginning a collaboration that would lead to many scientific advances, including discoveries that are instrumental today in cancer cures through the use of radiation.

Question:

Have you ever had to make the decision to abandon a goal? Was it difficult?

Handout

Success Story: Wole Soyinka

Name ______________________________

Most successful people spend their lifetimes pursuing careers and goals that they enjoy—that feel natural to them. This doesn't mean that they don't work hard. It does mean that they realize it's foolish to try to force a square peg through a round hole.

In 1966, Wole Soyinka (Sho-yin-ka), a Nigerian playwright, became the first Black person to win the Nobel Literature Award. This most prestigious honor awarded to a writer was earned by Soyinka's fourteen published plays, four books of poetry, two novels, an autobiography, a collection of critical essays, a translation of a classical novel, and a book of prison notes. Soyinka's work as a writer has also allowed him to pursue other areas of interest, including acting, directing, composing, and teaching comparative literature in Africa and the United States.

Soyinka says he can't remember any single event that led to his career as a writer, but he has been a voracious reader since he was a two year old and followed his sister to school to learn how to read his books.

Recalling his childhood, Soyinka said, "My father used to tell me stories before I fell asleep. When the children would gather, at a certain point, I had a tendency to make up my own, elementary variations on stories I had heard, or to invent totally new ones."

By inventing new stories and putting them down on paper, Soyinka was doing what came naturally to him and it has led a to lifetime of success.

Questions:

1. What are your natural talents, strengths, and interests?
2. Have you ever been pressured to pursue something that didn't feel right for you? How did you handle it?

Week 17: Career Awareness

Planning Guide

This planning guide alerts you to equipment, materials, special preparations, and/or personnel needed for this week's lessons, *in addition to* the handouts or other class materials for the week.

Lesson 81:	Employment opportunities sections from local newspapers; *Occupational Outlook Handbook,* and the *Dictionary of Occupational Titles*
Lesson 82:	Colored markers, butcher paper, and masking tape
Lesson 83:	Same as lesson 82, if banners were not completed

Lesson 81

Purpose

To become aware of how sex stereotypes and imbalances in certain occupations might affect the future; to explore employment opportunities at the local level

Materials

"Take a Good Guess" handout, employment opportunity ads from local newspapers, *Occupational Outlook Handbook*, and *Dictionary of Occupational Titles.*

Introduce the Lesson

Review briefly what students learned last week about sex-role stereotyping in their personal lives and in relation to their career options.

Tell students that today they will have the opportunity to look through the classifieds for jobs that might interest them. Ask students if all jobs are advertised in a newspaper. Brainstorm jobs that will and will not appear in the employment opportunities section of a newspaper. Discuss with students why some jobs might not appear in the newspaper. Ask how they would find out about those jobs.

Present the Lesson

Distribute the first page of the "Take a Good Guess" handout. Go over the directions with students, clarifying as necessary. Allow students ample time to complete the handout.

Distribute the second page of the handout. Have students compare their responses on page 1 to the figures on page 2. Have the *Occupational Outlook Handbook* and the *Dictionary of Occupational Titles* available for students to refer to for more information (found in most schools' career or media centers).

Distribute the employment opportunities section of a local newspaper to each student or pair of students. Instruct students to think of a career or two they may be interested in and to look up the employment opportunities for that career. Select volunteers to share the career they chose and one or two job opportunities from the newspaper.

Ask students if they are surprised by the salary ranges and requirements listed for the occupations they chose. Discuss the differences in salaries between traditional and nontraditional male/female jobs.

Follow Up

Discuss the following questions:

1. Do you think the jobs that are the highest paid, according to the information on the handout and the help-wanted ads, should be the highest paid? Why?

2. Should money be the most important factor when choosing a job?

3. Which jobs do you think have the most prestige? the most power?

4. Which careers don't have many women? Could women do these jobs? Why don't they?

5. Which careers don't have many men? Could men do these jobs? Why don't they?

6. Now that you have more information about salaries, have you changed your mind about the career you would like to pursue?

Looking Ahead

Encourage students to think about how they would give someone career counseling. Ask what they would tell the person so he or she might consider nontraditional careers.

Have students respond in writing to the following questions for homework:

1. What career would your parent(s) like you to pursue as you grow older?
2. Is this a goal you want for yourself? Why or why not?

Handout

Take a Good Guess

Name ______________________________

Using the list provided below, select and rank ten occupations on the basis of how important you think each is to society. *Choose only ten!* If you wish to add an occupation to the list, add it at the bottom. Next, write the percentages of men and women you believe to be employed in each occupation listed. One hundred percent is the total limit for each occupation.

Rank	Occupation	% Men	% Women
	Accountant		
	Bank officer		
	Bank teller		
	Bus driver		
	Carpenter		
	Cashier		
	Chemist		
	Cook/chef		
	Cosmetician		
	Custodian		
	Dental assistant		
	Dentist		
	Doctor		
	Electrician		
	Elementary/secondary school teacher		
	Engineer		
	Flight attendant		
	Housepainter		
	Insurance agent		
	Lawyer-judge		
	Librarian		
	Mechanic (auto and other)		
	Nurse		
	Pharmacist		
	Psychologist		
	Plumber		
	Police officer		
	Receptionist		
	Retail sales worker		
	School administrator		
	Secretary-typist		
	Security guard		
	Social worker		
	Telephone operator		

Compare your guesses with the statistics below.

Rank	Occupation	% Men	% Women
	Accountant	70	30
	Bank officer	82	18
	Bank teller	10	90
	Bus driver	55	45
	Carpenter	99	1
	Cashier	13	87
	Chemist	88	12
	Cook/chef	40	60
	Cosmetician	15	85
	Custodian	87	13
	Dental assistant	2	98
	Dentist	99	1
	Doctor	88	12
	Electrician	98	2
	Elementary/secondary school teacher	29	71
	Engineer	95	5
	Flight attendant	5	95
	Housepainter	96	4
	Insurance agent	94	6
	Lawyer-judge	97	3
	Librarian	17	83
	Mechanic (auto and other)	98	2
	Nurse	2	98
	Pharmacist	86	14
	Psychologist	60	40
	Plumber	99	1
	Police officer	97	3
	Receptionist	2	98
	Retail sales worker	79	21
	School administrator	79	21
	Secretary-typist	1	99
	Security guard	95	5
	Social worker	39	61
	Telephone operator	4	96

Lesson 82

Purpose

To set and evaluate career goals; to receive positive reinforcement for career choices

Materials

"Career Banner" handout, butcher paper, colored markers, and masking tape

Introduce the Lesson

Have students share their homework responses. Discuss why students do or do not agree with their parents' choices. Ask for suggestions on how students should talk to their parents about their career choices.

Remind students that they had the opportunity to look at the employment section of a newspaper to explore available jobs. Also remind students that there are many other jobs that are not listed in the newspaper. Tell them that today they will have the opportunity to think about their own career goals.

Present the Lesson

Distribute the "Career Banner" handout. (This activity may be done individually or as a group.) Give students the following instructions:

> "As you can see, your banner has been divided into ten sections. Using butcher paper and markers, you will recreate the shape of the banner as large as you wish. Then, you will fill in each of the ten sections with information and/or illustrations that apply to you. If there is something else about your career goals that you want to share, you may create more sections in your banner."

Go over the ten sections with students.

Section 1: Draw a picture of a material reward you will get from your career. (Examples: car, house, vacation)

Section 2: Draw a picture of a personal reward you will receive from your career. (Examples: happiness, power, freedom)

Section 3: Write your main career goal in big letters.

Section 4: List three things you do well.

Section 5: List three things about yourself—skills, abilities, or attitudes—that you want to improve.

Section 6: List two things in your career area that you would like to learn to do well.

Section 7: List what you think you'll like best about your career.

Section 8: List what you think you'll like least about your career.

Section 9: List three things that you can start doing now that will help you achieve your career goal.

Section 10: List three other goals that you want to achieve.

Allow students to use all but approximately five minutes of the class period to work on their banners. Circulate and give positive reinforcement, as appropriate.

Follow Up

Emphasize the importance of each and every career to the effective functioning of a community and, on a greater scale, a nation. Encourage students to appreciate all occupations, even those that do not appeal to them or that are less prestigious than others.

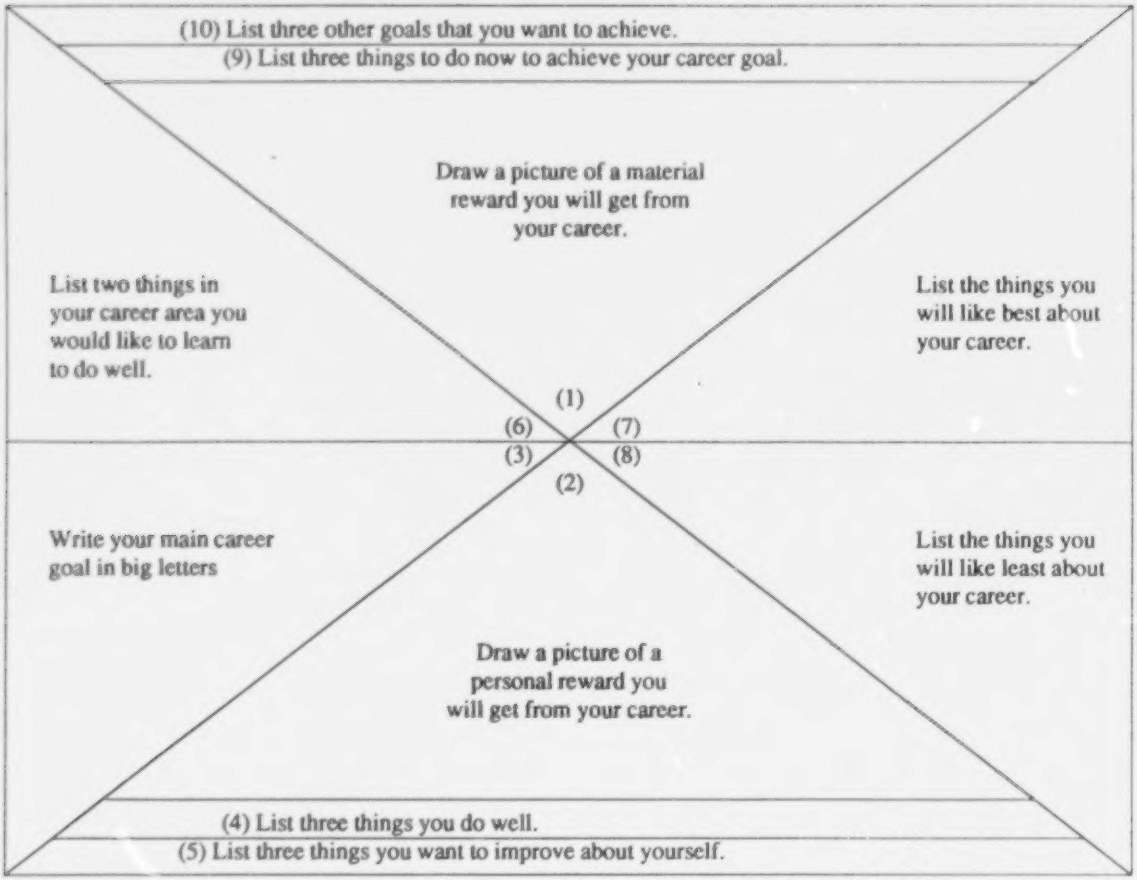
Looking Ahead

Tell students that tomorrow they will have time to finish their banners, if necessary, at the beginning of the class period. Then they will share their banners with the class.

Handout

Career Banner

Name ______________________________



(10) List three other goals that you want to achieve.

(9) List three things to do now to achieve your career goal.

Draw a picture of a material reward you will get from your career.

List two things in your career area you would like to learn to do well.

List the things you will like best about your career.

(1)

(6)

(7)

(3)

(8)

(2)

Write your main career goal in big letters

List the things you will like least about your career.

Draw a picture of a personal reward you will get from your career.

(4) List three things you do well.

(5) List three things you want to improve about yourself.

Lesson 83

Purpose

To share career goals with the entire class

Materials

Banners, markers, and masking tape

Introduce the Lesson

Tell students that today they are going to share their career banners with the rest of the class. Encourage students to be prepared to explain the sections of the banner they wish to share. Although students do not have to explain all ten of the sections, they need to share their career goals and what they think they will like best about their career.

Remind students that every career is valuable to society. Encourage students to give one another positive reinforcement on their career choices.

Present the Lesson

Allow students ample time to complete their banners. Go around the room making sure that each student has an opportunity to share his or her banner. Encourage students to give one another positive reinforcement on their career choices.

Follow Up

Ask students the following questions:

1. Was it hard to fill in all of the sections of the banner?
2. Which sections were the most difficult to think about? Why?
3. What did you learn about yourself while you were doing the banner exercise?

Looking Ahead

Tell students that their jobs (careers) will be only one role that they have in their lives. Point out that roles change as people get older and as responsibilities change. Tell students that tomorrow they will discuss the many different roles they have, or will have, in their lives.

Lesson 84

Purpose

To become aware of the overlapping roles one plays in a lifetime

Materials

"Expanding Roles" handout

Introduce the Lesson

Congratulate students on the fine job they did on their career banners.

Tell students that today they will look at the many different roles they play and will play, in their lifetimes.

Present the Lesson

Introduce the concept of life roles: "In how many different ways do you see yourself right now? For example, I am a teacher but at the same time I am also a mother (father) and a wife (husband)." List the roles on the chalkboard, and encourage students to think of as many roles as possible (examples: brother/sister, daughter/son, student, neighbor, volunteer, athlete, friend).

Remind students that a job (career) goal is only one of the many goals they have for themselves. Ask: "How are your career goals and the roles you have in your lives related? Should you set goals for your life roles as well as for your career roles? For example, if I want to make a friend, is there a goal I need to set? Is there an action plan that I need to create for myself?"

Distribute the "Expanding Roles" handout. Go over directions, and allow students about twenty-five minutes to fill in the time line and answer the questions.

Follow Up

Discuss the questions on the handout with students.

Looking Ahead

Tell students that tomorrow they are going to learn more about the importance of planning for the future. They will be writing goals and action plans that relate to their career choices.

Handout

Expanding Roles

Name ______________________________

We all have different roles at different times in our lives. At some times in our lives we hold more roles than at other times.

List the roles you have had, now have, and believe you may have during your lifetime under the column entitled "Roles." (Some of the roles you may list are student, son/daughter, sister/brother, mother/father, volunteer worker, employee, friend, granddaughter/grandson.)

Shade in the time line for the ages at which you have or had each role. Use a different color to shade in the ages at which you *expect* to have each role.

Age in Years

Roles	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90

1. Which roles span the longest times? ______________________________

____

2. Which roles span the shortest times? ______________________________

____

3. At what age do you have the most roles? ______________________________

Adapted from *Opportunities Unlimited: An Activity Guide for Nontraditional Career Awareness*, Project CHOICE, an ESEA Title IV-C program of the San Diego City Schools, 1981.

4. At what age do you have the least roles? ____________________

5. What are some difficulties of having a large number of roles? ____________________

____

____

6. For which role is it hardest to estimate a time span? ____________________

Why? ____________________

____

7. For which of your roles can you control the time span? ____________________

Why? ____________________

____

8. How is your future going to be different from your parents' lives? ____________________

____

____

9. What factors could cause major changes? ____________________

____

____

10. What changes can you plan for? ____________________

____

____

____

Lesson 85

Purpose

To review information learned about career choices; to write goals that relate to career choices

Materials

Going Places notebooks

Introduce the Lesson

Write today's journal topic on the chalkboard.

The career that most interests me is ______________________________

____.

Here are the objectives, or action steps, necessary to achieve that career goal.

1. ____________________ 4. ____________________

2. ____________________ 5. ____________________

3. ____________________ 6. ____________________

Remind students that for the last two weeks they have focused their attention on careers. Review with students how career choices for men and women have changed over the years. Point out that one thing that has remained constant is the importance of setting goals related to career choices.

Tell students that today they will have an opportunity to begin to identify the action steps they need to take in order to reach their career goals. Explain that it is possible that they will change their minds, perhaps more than once, about their career goals, but the processes of goal setting and action planning are important to continue working on nevertheless.

Present the Lesson

Instruct students to pair up with another student and share their journal entries. Have them suggest ways of improving their action plans.

Select volunteers to share their career goals and the action steps necessary to achieve the goals. As a class choose one of the student goals and write a goal statement for it. Remind students of the guidelines for writing goals as discussed in an earlier lesson.

Follow Up

Have students write their career choices and action plans in their journals for future reference. Point out that as their career choices change, they may need to revise their action plans.

Looking Ahead

Remind students that next week is the last week of class, and they will use the time to think about next year.

Supplemental Activities

1. Have students select a career of interest to them and research each of the following items that are related to that career, using interviews, the newspaper employment listings, the *Occupational Outlook Handbook*, or other references:
   - description of job tasks
   - education and training requirements
   - salary range
   - current employment opportunities
   - advancement opportunities
2. Have students identify what skills they already have that would be helpful in a career that interests them. Have them describe how they would prepare themselves for this career.
3. Refer to week 6 for additional career-related supplemental activities.
4. Distribute and read the following success story. Have students answer the questions at the bottom of the story, and discuss.

Handout

Success Story: Fred Astaire (1899–1987)

Name ______________________________

Success is most often the result of a lot of hard work and a striving for perfection. That formula worked for Fred Astaire, a man considered to be one of the greatest dancers who ever lived.

Even though Fred Astaire had been dancing and performing on stage since the age of six, Astaire's first Hollywood screen test was not a success. "Can't act. Can't sing. Balding. Can dance a little," said the report of a movie studio executive. However Astaire went on to dance and sing his way through dozens of movie musicals.

Astaire reportedly had a mania for perfection, and to achieve it no agony was too great. "The only way I know to get a good show is to practice, sweat, rehearse, and worry," he said. "Once you set a dance routine, you must rehearse it and rehearse it until it's second nature. You must never have to think about what comes next."

In his quest for perfection, Astaire often rehearsed one dance up to eighteen hours a day for six to nine weeks straight. Making a dance musical, he said, was "like running a four-minute mile for six months."

The hard work paid off for Astaire. Ballet dancer Mikhail Baryshnikov has called Astaire a never-ending legend.

Questions:

1. How hard are you willing to work to achieve success?
2. Are you disciplined enough to practice something over and over until it is second nature?
3. Is there any other way to become really good at something other than by practicing?

Handout

Success Story: Mary McLeod Bethune (1875–1955)

Name ______________________________

For some people, faith is the first major step toward success. That was the case with Mary McLeod Bethune, an African-American woman who began her life as a pauper, rich only in dreams. In 1904, Bethune started a school for African-American girls with only $1.50 in her pocket. Seeking funds for the school, she went to James Gamble, son of the founder of Proctor and Gamble. When Gamble saw the shack on the former city dump lot that was Bethune's school, he asked her, "But where is this school of which you wish me to be a trustee?" Bethune answered, "In my mind and in my soul."

Twenty years later, Bethune's prospering school merged with a boy's school, and she became president of the new Bethune-Cookman Institute. Nationally recognized as a superior educator, Bethune became the only African-American woman adviser to President Roosevelt when she was appointed Director of Negro Affairs of the National Youth Administration.

Questions:

1. Do you have faith and confidence that *your* dreams will come true?
2. Are you willing to do the work that is necessary to make your dreams come true?

Week 18: Bridging to High School

Planning Guide

This planning guide alerts you to equipment, materials, special preparations, and/or personnel needed for this week's lessons, *in addition to* the handouts or other class materials for the week.

This week of curriculum should correspond to the last week of school. Because many schools have a full schedule of events for the closing weeks, many of these lessons can be moved up or fitted around your specific schedule. Lessons 86 and 88 involve the high school—a visit from a high school counselor and a visit to the high school campus. Lessons 87 and 89 focus on goal setting for next year and a positive affirmation activity. Lesson 90 asks students to evaluate the curriculum and the class. You will have to use your own judgment as to which activities are appropriate or feasible for your class.

Make sure that students complete the Going Places class evaluation. Feedback from both students and the teacher is important to the improvement of the curriculum. Adequate time for students to complete the evaluation should be provided.

Lesson 86:	Arrange for a presentation by a high school counselor. (This can be scheduled for any day this week, but needs to be arranged well in advance.)
Lesson 88:	Arrange for a visit to the local high school. (This can be scheduled for any day of this week, but should be arranged early in the semester.)
Lesson 89:	3" x 5" notecards or colored paper, manila envelopes, and colored markers. Prepare a sample Rainbow Pocket to show students.
Lesson 90:	Prepare for a class party.

Lesson 86

Purpose

To learn about high school

Materials

Going Places notebooks

Introduce the Lesson

Write today's journal topic on the chalkboard.

> High school will provide me with many opportunities for success. One thing I can imagine achieving is . . .

Tell students that today they will have the opportunity to learn a little about the high school they will be attending.

Present the Lesson

Introduce the high school counselor, and have him or her speak for fifteen to twenty minutes. Lead a question-and-answer period.

Follow Up

Ask students to think about what they would like to accomplish in high school. To get them started, you may want to write some examples on the chalkboard.

make new friends
pass all my classes
join the drama club
become a peer counselor
participate in sports

Looking Ahead

Tell students that tomorrow they will begin to set personal goals for their high school years.

Lesson 87

Purpose

To review goal-setting concepts; to set goals for high school

Materials

Going Places notebooks; "Goal Statements" handout that the students completed in week 6, lesson 28

Introduce the Lesson

Review the importance of setting goals. Go over the guidelines for setting goals and forming objectives.

Tell students that today they are going to look back at the goals they set in week 6 to see if they need to make any changes. They will also set goals for next year in high school.

Present the Lesson

Discuss the need to reevaluate goals and objectives and change them if necessary.

> "Goals and action plans are not inscribed in stone. They are not a threat hanging over your head, but a tool to help you succeed.
>
> "If your priorities change, if your interests change, you should change your goals. Life is a process of discovery. Each step you take may influence the direction of your next step."

Instruct students to take out the "Goal Statements" handouts, which they completed during week 6. Ask students if any of their personal goals have changed since they wrote them in week 6.

Select volunteers to share goal changes. Have students write two goals for high school and the action plans they need to follow to reach those goals. Select volunteers to share their high school goals and action plans. Encourage students to offer constructive suggestions for improving the action steps so that the possibility of reaching the goals is maximized.

Instruct students to write a letter to themselves, to be delivered to their high school next year. Ask them to include their two high school goals, along with any other wishes, hopes, or dreams they may have for next year. Encourage them to give themselves advice for the future. They may also want to include special things they don't want to forget in the future. Tell students you will make sure the letter is delivered to them in ninth grade.

Follow Up

Ask students the following questions:

1. How do you feel about your goals and action plans? Are you motivated to carry them out? Why or why not?

2. If you are not sure that you will pursue your goals, how can you go about finding the support and encouragement you need? (i.e., get help from a teacher or counselor, work with friends to support one another in the pursuit of goals, share goals with relatives or adult friends and ask for support.

Looking Ahead

Tell students that tomorrow they will take a tour of the high school.

Lesson 88

Purpose

To familiarize students with the high school setting

Materials

Map of the high school layout (one per student)

Preparing for the Visit

Make the contact with the high school counseling office at least by March to schedule the visit. Follow up all contacts and verbal agreements with a written letter to confirm the date and time. Arrange for transportation, lunch, and so on. And have the arrangements approved by your school administration. Notify the rest of the staff, and get parent permission for each student to attend the field trip. Arrange to pair Going Places students with high school students so that the Going Places students can attend a few classes and talk with them. Explain what students can expect to see during the high school tour. Encourage appropriate behavior on the bus and at the school.

Follow Up

Note: You may wish to prepare a questionnaire or form for students to fill out as they tour the high school. A follow-up visit to your class by high school students to answer further questions would be advantageous.

Discuss the following questions when you return to the classroom:

1. What did you learn about high school that surprised you?
2. How is high school different from junior high (middle school)?
3. Did you learn anything today that makes you want to change your high school goals?

Looking Ahead

Tell students that as a concluding exercise, tomorrow they will make a "rainbow" for each person in the class.

Lesson 89

Purpose

To reevaluate self-esteem; to make a positive statement about each person in the classroom

Materials

Going Places notebooks; "How Do I Rate" handout (from week 1, lesson 2); differently colored 3" x 5" notecards or pieces of colored construction paper (as many per student as there are students in the class); manila envelopes or folders (one per student); colored markers; sample of a "Rainbow Pocket"

Introduce the Lesson

Write today's journal topic on the chalkboard.

I have only just begun to . . .

Have volunteers share journal entries.

Present the Lesson

Distribute and explain the "How Do I Rate" handout, using the instructions in lesson 2.

> "You have learned a lot about yourselves and others this semester. You have examined your values and developed skills for communicating and making decisions. You have thought about your future, and you have set goals. All of these experiences and achievements will have helped you to realize that you really are a special, one-of-a-kind person.
>
> "Today you are going to complete the same self-esteem evaluation you completed in week 1 of this semester. When you have finished, you will compare today's evaluation with your first evaluation. Perhaps you will see a difference."

Allow students ample time to complete the handout. Direct them to compare this handout with the handout completed in lesson 2. Encourage students to continue to build on the positive aspects of their personalities and their lives.

Lead the "Rainbow Pocket" activity. Explain to students that they have shared a lot of themselves in this class. Many of them have learned a lot about themselves and a lot about the other members of the class. They have learned to work together cooperatively and effectively in making decisions and solving problems.

Ask students what they think of when they hear the word "rainbow." Tell them that many people think of peace and hope when they hear that word, and they get feelings of peace and hope when they see a rainbow.

Tell students that today they are going to give each other a special gift called a "rainbow." This "rainbow" will be in the form of a positive statement. Every student will write one positive statement about every other student in the class and place it in a "Rainbow Pocket."

Pass out, to each student, one envelope or folder and enough notecards or colored paper to equal the number of students in the class. Have students write their names in large letters on their "pockets" (envelopes or folders) and decorate them. If some class members are absent, write their names on the chalkboard and ask everyone to include them so that they will have something in their "pockets."

Instruct students to write a positive statement about every person in the class on their notecards. Encourage students to be as specific and meaningful as possible. Stress that the goal is to give positive reinforcement to every member of the class.

Students may choose to sign or not sign their names on the cards.

Allow students to deliver their "rainbows" to one another's pockets. Tell them *not* to open their own pockets until instructed. You can draw out the suspense as long as you want, letting them pull out only one at a time.

Follow Up

Give the class a "rainbow" as a whole.

Looking Ahead

Tie up last-minute plans for the end-of-the-year party.

Lesson 90

Purpose	To evaluate the Going Places program; to end the Going Places class on a note of celebration
Materials	"Going Places Class Evaluation" handout, necessities for a class party
Present the Lesson	*Note:* Because this is the last day of school and many students are often absent, you may wish to celebrate with a class party or other event and move the class evaluations to a day earlier in the week. Explain to students that one important component of teaching any class is to evaluate the materials and instruction and to make improvements the following year. Emphasize that the students' input is vitally important in helping to make the Going Places class the best it can be. Encourage students to be as honest and specific as possible. They do not need to include their names on the evaluation. Distribute the evaluation handout. Allow students as much time as needed to fill out the evaluations. Those who finish early can begin to prepare quietly for the end of class celebration.
Follow Up	Celebrate with students the wealth of learning and growing that has taken place this semester. End the class on a note of enthusiasm and hope.
Looking Ahead	Encourage students to reach for their goals. Remind them of all the success stories they read about this semester. Emphasize that their "story" can be a success story, too.

Handout

Going Places Class Evaluation

Use your Going Places notebook to help jog your memory of what we have done in class.

1. What I really enjoyed about this class was ______
2. What helped me to understand myself the most was ______
3. I found that I learned about others best through ______
4. Something I would change is ______
5. Something I would spend more time on is ______
6. Something I still don't understand is ______
7. Other comments ______

Supplemental Activity

1. Distribute and read the following success stories. Have students answer the questions at the bottom of the stories, and discuss.

Handout

Success Story: Maria Tallchief

Name ______________________________

Pride is an important part of success. When you take pride in yourself, it is reflected in all that you do. Maria Tallchief, a ballerina who is a member of the Osage Indian tribe, has pride in herself and in her heritage.

Tallchief was born on an Indian reservation in Oklahoma. And, as a girl she liked to watch people dance. Her family moved to Los Angeles, and she began taking dance lessons. Her goal was to become a ballerina. When asked if she would change her name to sound Russian, she replied, "no." She was proud to be an Indian and proud of her last name.

Eventually, Tallchief became a member of the New York City Ballet. Her first starring role was in "Firebird," a role that made her famous. In recognition of her achievements, Maria Tallchief's tribe made her a princess in 1953.

Questions:

1. Do you take pride in your heritage?

2. What is the significance of your name? Do you know why your parents chose it for you?

Handout

Success Story: Matthew Alexander Henson (1866–1955)

Courage is an important ingredient for success. It takes courage to try something new; it takes courage to try again when you fail the first and maybe even the second and third times. It takes courage to go where no other person has gone before. That's the kind of courage that Matthew Alexander Henson had. He was the first person to stand on the North Pole in 1909.

Henson was the assistant to explorer Robert E. Peary. Together the men began their polar explorations in 1881 enduring temperatures of 65 degrees Fahrenheit below zero, the darkness of polar day and night, and the dangers of cracking ice. Henson lost an eye to flying ice, and Peary lost nine of his toes, yet the pair continued to make expeditions year after year. During one expedition, on April 6, 1909, after covering a considerable distance, Peary was exhausted and went to sleep. But Henson decided to continue exploring. Later, when measurements were taken, it was discovered that Matthew Henson had been the first person to stand on "top of the world."

Peary, who was white, was given most of the credit for the achievement of reaching the North Pole. Henson, who was African American, was largely ignored at that time. Still Henson was proud of all that he had accomplished. Recalling the event, he said, "As I stood at the top of the world and thought of the hundreds of men who had lost their lives in the effort to reach it, I felt profoundly grateful that I, as the personal attendant of the commander, had the honor of representing my race in the historic achievement."

Questions:

1. Do you have the courage to try something new?

2. Do you have the courage of try something again after you failed the first time?

Appendix A
Cooperative Learning

Principles of Cooperative Learning

Cooperative learning, according to Dee Dishon and Pat Wilson O'Leary in *A Guidebook for Cooperative Learning: A Technique for Creating More Effective Schools*, is based on five important principles:

- distributed leadership
- heterogeneous grouping
- positive interdependence
- social skills acquisition
- group autonomy

Principle of Distributed Leadership

Cooperative learning is based on the belief that all students are capable of understanding, learning, and performing leadership tasks. Experience and research show that when all group members are expected to be involved and are given leadership responsibilities, the likelihood that each member will be an active participant who is able to initiate leadership is increased.

Principle of Heterogeneous Grouping

Cooperative learning is based on a belief that the most effective student groups are those that are heterogeneous. Groups that include students who have different social backgrounds, skill levels, physical capabilities, and genders mirror the real world of encountering, accepting, appreciating, and celebrating differences. To ensure heterogeneity, the selection of group members can be done randomly (numbering off) or group members can be chosen by the teacher.

Principle of Positive Interdependence

Cooperative learning is based on a belief that students need to learn to recognize and value their dependence upon one another. Students who have had practice working individually to complete their assignments or competitively to do better than their peers are often not initially eager to work with others. Incorporating positive interdependence increases the likelihood that students will work cooperatively. Positive interdependence is created when the teacher employs one or more of the following strategies:

- Group members are given common subject matter tasks.
- Group accountability is established.
- Individual accountability is established.
- Materials are shared.
- Group members create one group product.
- There is a group reward that each group can earn, which is the same for all group members.

Principle of Social Skills Acquisition

Cooperative learning is based on a belief that the ability to work effectively in a group is determined by the acquisition of specific social skills. These social skills can be taught and can be learned. A teacher can teach specific cooperative social skills by defining, discussing, observing, and processing with the students.

Principle of Group Autonomy

Cooperative learning is based on the belief that student groups are more likely to attempt resolution of their problems if they are not "rescued" from these problems by their teacher. When students resolve their problems with a minimum of teacher input, they become more autonomous and self-sufficient. Typically, because teachers are members of a helping profession, they intervene to help students. They try to convince students to finish a task, they settle their arguments, and they offer solutions to the problems. As a result, teachers often deny students the opportunity to learn from failure and from one another. In addition, teachers often overload themselves to the point of exasperation or "burnout." Unless a group oversteps the boundaries of acceptable behavior or makes a group decision to solicit teacher assistance, it is more helpful for a teacher to suggest and prompt rather than direct student activity. The teacher's role should be as observer and monitor.

Classroom Management for Cooperative Learning Groups

Effective classroom management is essential to the success of cooperative learning groups. Organization and forethought are perhaps the two most important ingredients in effective management. The teacher must clearly define for students in advance which behaviors are necessary for successful classroom functioning, which behaviors are appreciated, and which behaviors are unacceptable.

When a class first moves from a whole-group learning structure to cooperative groups, there is a natural tendency for the noise level to rise: as one group struggles to be heard over the sounds of another, the noise level often escalates. It is important for the teacher to initiate a way to bring the noise back to an appropriate level. A signal to students to stop talking, to give their full attention to the teacher, and to have their hands and bodies still is often helpful. The most effective method used by many teachers is to raise the arm and keep it raised until all eyes are on the teacher and the room is quiet. Recognition should be given to the group(s) that responds immediately to the signal.

Positive reinforcement for proper behavior goes a long way in promoting cooperation. Although positive verbal reinforcement is productive, some students are more motivated by recorded recognition.

Recognition points can be recorded on a chart or poster, or they can be displayed by dropping marbles or different types of dried beans in jars (one per group). The teacher can have a student add up the points and announce them at the beginning or end of each class period. A periodic brief recognition "ceremony" (a simple applause will do) can give added positive reinforcement.

Special recognition points may be accumulated toward a group or class reward and/or they can be given on an individual basis.

Possible tangible rewards might be snacks/soft drinks in the classroom, popcorn party, free pass to an athletic event or a dance, AV treat, grade, or video game tokens. Possible privileges might be library passes, free time, help other students or teachers in the building, help teacher with a project, choice of where to sit, work in hall, gum chewing, computer time, no assignment, special day if all groups in class succeed—i.e., Joke Day, Fifties Day, Crazy Hat Day.

If there is reason to anticipate inappropriate behaviors on a particular day or because of a particular topic, proper behavior should be discussed and role played prior to class. The class can generate a list of desired behaviors and inappropriate behaviors.

If there is a need for the teacher to speak with a disruptive student, it should be done privately. It is best, whenever possible, to avoid individual teacher-student confrontation. The cooperative groups should be encouraged to accept responsibility for group functioning. Group members will most likely be glad to give the "problem" student over to the teacher, but, if the teacher takes over, the most powerful tool for dealing with the problem—peer influence—has been lost.

Another approach to dividing students into cooperative learning groups is the sociometric approach. This approach was developed by Susan Masters and Lucile Tambara of Maple Hill Elementary School, Diamond Bar, California. It allows consideration of the relations among students.

(*Note:* For additional information on cooperative learning see the Dishon and O'Leary, Johnson et al., and Kagen books that are listed in the Bibliography.)

Appendix B
Sample Forms and Letters

Self-Esteem Evaluation

Make a copy of the "Self-Esteem Evaluation" handout on the next page for each student.

Have students independently complete the evaluation. Explain that the evaluation is for their personal use only, and encourage honest answers. Assure them that you will not collect the evaluations and that no one will see their responses.

After students have completed the form, lead a discussion about behaviors and attitudes that demonstrate one's self-esteem. Read each question on the evaluation, and ask the students if they think the behavior or attitude described indicates high or low self-esteem. Use their responses to pursue the issues raised in the questionnaire, such as prejudice, decision making, self-respect, and assertiveness.

Handout

Self-Esteem Evaluation

Name ______________________________

Read the following conditions or actions, and decide whether they apply to you. If the condition or action applies to you all of the time, write "3" on the line next to the statement. If it applies to you most of the time, write "2." If it applies some of the time, write "1." If it doesn't apply, write "0."

______ 1. I usually do my own thinking and make my own decisions.

______ 2. I often justify or rationalize my mistakes and defeats.

______ 3. I rarely experience envy, jealousy, or suspicion.

______ 4. Losing usually causes me to feel "less than."

______ 5. I normally let others be "wrong" without attempting to correct them.

______ 6. I am very concerned about what others think of me.

______ 7. I am free of guilt, shame, and remorse.

______ 8. I feel vulnerable to others' opinions, attitudes, and comments.

______ 9. I am not prejudiced toward religious, racial, or ethnic groups.

______ 10. I tend to look down on my own achievements and talents.

______ 11. I willingly accept the consequences of my actions.

______ 12. I often exaggerate and lie to maintain a desired image.

______ 13. I normally feel warm and friendly toward all people.

______ 14. I usually feel inadequate to handle a new or changing situation.

______ 15. I freely express love, joy, anger.

______ 16. I am very often belittling or critical of others.

______ 17. I am normally poised and comfortable with new people.

______ 18. I try hard to please people.

______ 19. I speak up for my own opinions and convictions.

______ 20. I have a strong need for recognition and approval.

______ 21. I normally look at new opportunities with a positive expectancy and confidence.

______ 22. I often brag about myself and my achievements.

______ 23. I accept my own authority and do what I think is right.

______ 24. I am often embarrassed by the actions of my family or associates.

______ 25. I accept compliments and gifts without embarrassment.

Sample Checklist for Field Trips (Single Day)

Name ______________________________

School ______________________________

Trip destination ______________________________

Dates of trip ______________________________

To be completed by certificated staff member in charge of the field trip.

Date Completed	*Initial*	
____________	______	1. At least three months prior to trip, or as soon as school knows of trip, if fundraising *is* involved, secure principal's tentative approval.
____________	______	2. Contact place(s) being visited to make preliminary arrangements, as needed.
____________	______	3. At least eight weeks prior to trip, if *no* fundraising is involved, secure principal's tentative approval.
____________	______	4. As far in advance as possible, at least a minimum of seven work days, contact low-bid transportation carrier to arrange *preliminary* trip booking.
____________	______	5. Obtain the field trip order/report form used in your school system, complete according to instructions, and submit to secretary or principal's designee for final scheduling and processing.
____________	______	6. *If substitute is required*, complete the proper form and submit to principal for approval.
____________	______	7. *If academic competition is involved*, submit to principal for approval the following:
		a. Written criteria and guidelines used to select participants in academic competitions
		b. copies of written communications used to inform parents and students of the academic competition and of the governing guidelines
____________	______	8. Send home request for student participation. *If parent does not sign, student usually cannot go.*
____________	______	9. Review procedure for fundraising and develop plan that includes fundraising activities, strategies assisting students who are unable to pay their own expenses, and a method for returning funds not used for the trip.

______________ ______ 10. Verify that signed forms are returned for all students participating in field trip; make alternate arrangements at school for those students not participating.

______________ ______ 11. Verify that attempts were made to recruit students of color to participate.

______________ ______ 12. Verify insurance coverage. Personal accident benefits insurance is required for participating student. Complete any forms needed to ensure insurance coverage for students.

______________ ______ 13. Make final arrangements with place to be visited.

______________ ______ 14. Secure certified supervisors for trip.

______________ ______ 15. Provide written statements verifying that instructors and voluntary supervisors will contribute their time without pay or reimbursement during the trip and will waive all claims against the district.

______________ ______ 16. Secure parent chaperons, if appropriate. Provide list to principal and secure his or her approval.

______________ ______ 17. Verify alternate arrangements at school for those students not participating.

______________ ______ 18. Arrange for participating students to be excused from other classes affected.

______________ ______ 19. Instruct students on safety prior to trip.

______________ ______ 20. Arrange to have first-aid kit and/or snake-bite kit taken on trip.

______________ ______ 21. Verify that teachers/parents/adults have filed waivers of claims and that the waivers are on file in the school office.

______________ ______ 22. If private vehicles are used, provide required instruction for their use and ensure that safety checks are done.

______________ ______ 23. Prior to departure of bus, report to secretary or principal's designee the names of all persons (adults and students) who will actually go on the trip. Provide list of students to verify those actually participating prior to departure.

______________ ______ 24. *To cancel trip:* To avoid cancellation charges, notify secretary or principal's designee of cancellation at least six hours in advance of trip so that the proper authorities can be notified to cancel bus service.

______________ ______ 25. If circumstances change before the trip, notify secretary or principal's designee of any changes that must be coordinated with carrier, such as change in pickup time, number of passengers, etc. (Carrier may not accept major changes in trip details unless there is prior coordination—notification of at least three work days.)

______________ ______ 26. After completion of trip, complete any required forms.

______________ ______ 27. If appropriate, conduct evaluation of field trip and share results with principal.

Parents Meeting Information and Forms

You are invited to

PARENT ORIENTATION NIGHT

for the

Going Places Places

Your child has been selected to participate in a new program for eighth-grade students. Please bring her or him to this orientation meeting to learn more about the exciting class and to meet the teacher. Your attendance is important and will be greatly appreciated.

When:
Where:
Time:

CHILDCARE WILL BE PROVIDED.

Going Places

Parent Orientation Meeting

Agenda

1. Welcome
2. Introduction of key staff
   - Site administrator
   - Teacher
   - Race/human relations facilitator or other persons involved in program
3. Purpose and overview of the Going Places class
4. Preview of off-site activities
5. Question-and-answer session
6. Parent/student/teacher agreement
7. Survey/evaluation

Going Places

Agreement

Going Places is a new program designed to help eighth-grade students build self-confidence and increase active participation in school. Students in the program will learn how to be leaders and how to plan for careers after high school.

It is important that students, parents, and teachers work together to prepare for students' success in high school. Therefore, each should read the agreements below and sign and date the appropriate section.

= =

Student

I, ______________________, as a student in the Going Places class, understand that my attitude and expectations are important to how I achieve in this class. Therefore, I agree to:

- attend class every day
- come to class with a pencil/pen and paper
- participate in a positive manner

Signature ____________________________________ Date ____________________________________

= =

Teacher

I, ______________________, as the Going Places class teacher, understand how my attitudes and expectations affect students and their achievement. Therefore, I agree to:

- attend class every day
- come to class with lessons adequately prepared
- provide a safe and positive climate in my class for all students

Signature ____________________________________ Date ____________________________________

= =

Parent

I, ______________________, as the parent of ______________________, understand that my positive attitude and support are essential to my child's success in school. Therefore, I agree to:

- ensure that my child attends school every day
- discuss his or her Going Places schoolwork on a daily basis

Signature ____________________________________ Date ____________________________________

Going Places

Parent Orientation Meeting Evaluation

Thank you for attending the Going Places class orientation meeting. Please take a moment to evaluate the meeting and let us know how we can be of help in the future.

1. The purpose of the Going Places class was clearly explained. ______ Yes ______ No

2. I understand the role and responsibilities of the
   - teacher ______ Yes ______ No
   - student ______ Yes ______ No
   - parent(s) ______ Yes ______ No
   - school ______ Yes ______ No

3. I would attend another meeting concerning
   - high school programs and classes ______ Yes ______ No
   - college programs and admissions requirements ______ Yes ______ No
   - Voluntary Ethnic Enrollment Program (VEEP) or magnet programs ______ Yes ______ No
   - parent education workshops on:

     communicating with your teenager ______ Yes ______ No
     anti-drug/alcohol abuse ______ Yes ______ No
     planning your child's future ______ Yes ______ No

4. What have we forgotten to include in the Going Places curriculum? ____________________

   ____

   ____

5. Your comments ____

   ____

   ____

   ____

   ____

Please return to:

(Sample letter to parents/progress report)

April __, 1990

Dear Parents:

As you know, your child is enrolled in a special class at ________________________ school this semester. Going Places is a program designed to help eighth-grade students learn leadership and career skills and to build self-confidence. The program works to increase students' involvement in school now and to encourage involvement in high school. Your child was selected for this class because she or he exhibits the leadership skills and academic potential necessary to succeed in this class.

Since our last parent meeting in (month), the class has completed ten weeks of the curriculum, taken a tour of ____, and had exposure to lessons that enhance self-esteem, decision-making, and goal-setting skills. Later this month the class will visit ______________________________ to find out about the __________________ industry.

We would like to update you on the progress of the Going Places class, and offer an opportunity for you to give feedback on the program. We are planning our next parent meeting for late May, and we would like your input on the best day, time, and topics. What kind of things would you like to discuss or learn about? Please fill out the attached form (a stamped addressed envelope is included for your convenience). Thank you for your interest and cooperation.

Sincerely,

Going Places

Parent Meeting Survey

1. What is the best evening for you to attend a parent meeting? (Circle one.)

   Monday   Tuesday   Wednesday   Thursday

2. What is the best time of the evening for you to attend a parent meeting? (Circle one.)

   5:30 P.M.   6:00 P.M.   7:00 P.M.

3. Please rank the following topics according to your interest. Write "1" beside the topic you are most interested in, "2" next to your second choice, and so on.

_____ Communicating with your teenager

_____ Anti-drug/alcohol abuse

_____ Planning for your child's future

_____ Visit by high school counselors to explain high school programs and classes

_____ Explanation of college programs and admission requirements

_____ Explanation of Voluntary Ethnic Enrollment Program (VEEP) or magnet programs

_____ Other topics you would like to have presented:

____

____

4. Please rank the following according to your preference for the way parent meetings should be structured.

_____ Lecture followed by whole-group question-and-answer session

_____ Lecture followed by meeting in small groups for questions-and-answers and/or follow-up discussion

_____ Small-group discussions with a leader well-versed in the topic

Field Trip Letters

(Initial correspondence and introduction to the program letter)

January 22, 1990

Sales and Catering
Kona Kai Beach and Tennis Resort
1551 Shelter Island Dr.
San Diego, CA 92106

Dear ______________________________:

Thank you for your positive response to our proposed student tours of Kona Kai. We appreciate the involvement of the private sector in this special educational program.

Going Places is a program funded by the Women's Educational Equity Act (WEEA) for dropout prevention of females, particularly females of color. A recent San Diego City Schools study on student dropouts reveals that as many females drop out as males, beginning as early as junior high school. For this reason and others, our target population is eighth-grade students, both male and female. The class curriculum incorporates leadership, self-esteem, and career education activities to involve the students more fully in the school community and to prepare them for high school.

The career component of Going Places is an integral part of this program. Through on-site, "hands-on" field trips and visits from speakers, students gain realistic insights on the world of work and career opportunities. A tour of the Kona Kai and a presentation on the career ladders and entry-level positions available in the hotel industry will be informative and useful to our students. A tentative date for the tour would be in late May; time and format are flexible. I will contact you in early April to complete the actual scheduling and discuss any other details.

Please call me if you have questions. I am looking forward to working with you.

Sincerely,

(*Schedule confirmation letter*)

April 7, 1990

YN-1 USNR
Youth Program
Navy Recruiting District
NTC Building 35
San Diego, CA 92133-6800

Dear ______________________________:

Thank you for your patience through all the scheduling changes for our Going Places class tour. This is a final confirmation of the tour and "Start Now" presentation for ______________________________ School.

April 21, 8:40 A.M.	"Start Now" presentation at ______________________________ School for Going Places class.
April 23, 9:30–10:30 A.M.	Tour of North Island Air Station

We will arrive at North Island in two buses. Since _____ of our students are physically disabled, one bus will have wheelchairs.

For your presentation on April 21, please let me know if you need a slide projector, screen, or any other audiovisual equipment. The school should be able to supply the necessary equipment.

The school administrators, principal, and vice-principals may attend your "Start Now" presentation, since we would like to keep them informed and involved in the program. Also, I know you are interested in working with other schools, and this might be a way of creating the interest and avenues needed to do so.

I appreciate your patience and persistence with this project. The navy's and your interest and involvement have added new dimensions to our class. We are all pleased and excited about the scheduled events and look forward to a rewarding experience.

Sincerely,

(Thank-you letter to tour guide)

April 22, 1990

San Diego Gas & Electric
South Bay Power Plant
990 Bay Blvd.
Chula Vista, CA 92011

Dear ______________________________:

Thank you for making time to spend with Going Places students on April 8, 1990. The tour of the South Bay Power Plant was an eye-opener for everyone. The students particularly enjoyed the "hands-on" experience making their own generators as well as learning about magnets and energy fields.

We appreciate your special efforts in providing a varied perspective of the range of work available at SDG&E. Your involvement and San Diego Gas & Electric's commitment to education are invaluable resources for the San Diego community.

Sincerely,

(Thank-you letter to president of company or contact person's supervisor)

April 22, 1990

San Diego Gas & Electric
101 Ash St.
San Diego, CA 92101

Dear ______________________:

We wish to thank and commend San Diego Gas and Electric for its outstanding commitment to education and its contribution to the success of the Going Places program.

From the beginning, San Diego Gas and Electric has been involved with Going Places, offering tour presentations and speakers. ______(name of contact) and ______(name of contact) of Community Relations planned and set up the four excellent tours. The presenters were all personable, informative, and deserving of commendations. The presenters at each site were

______________________, ______________________, ______________________,
______________________, and ______________________ of Beach Cities

______________________, ______________________, ______________________,
______________________, and ______________________ in the Electric Building

______________________, ______________________, ______________________,
______________________, and ______________________, at the South Bay Power Plant

______________________, ______________________, ______________________,
______________________, and ______________________

Because of the tours and personal exposure to these and other San Diego Gas & Electric employees, students have gained realistic insights about the industry and the career opportunities available in it.

Our deepest thanks go to ______________________ of Community Relations. She patiently worked through the innumerable schedule changes and details involved in coordinating the events, adapted the tours to the grade level of the students, and worked to ensure a balanced representation of speakers. Her flexibility, willingness, and commitment to the education of students made our job easy.

The quality of the San Diego Gas & Electric employees we had opportunity to meet and work with is of the highest caliber, both in professionalism and zest to support education. We thank you, not only for this opportunity, but for fostering this involvement and commitment in our schools.

Sincerely,

(Thank-you letter to field trip coordinator)

June 4, 1990

Personnel
Applied Micro Circuits Corporation
5502 Oberlin Drive
San Diego, CA 92038

Dear ______________________________:

Thank you for planning and coordinating the two field trips for the Going Places Program. The students had a rich, educational experience (and a good time as well!), and I thoroughly enjoyed working with the wonderful folks at Applied Micro Circuits.

I especially appreciate your patience and flexibility in planning the field trips. Considering the number of times we had to change dates, times, and locations, your cheerful adaptability was marvelous. Equally wonderful was your generosity in extending a tour invitation to us. I appreciate your personal involvement in coordinating this.

One of the pleasant outcomes of Going Places is the number of genuine supporters of education we have found. I certainly count you as one and appreciate and value your efforts. I hope we will work together again as we both continue to work toward the goal of equal education for all students.

Sincerely,

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